DOCUMENT RESUME

ED 279 138 EC 191 782

AUTHOR Pawelski, Christine E., Ed.
TITLE Educational Transitions into the Community: Guidebook.
INSTITUTION Connecticut Inst. for the Blind, Hartford.
SPONS AGENCY Connecticut State Dept. of Education, Hartford.
PUB DATE Aug 86
NOTE 219p.; Contains photographs that will not reproduce clearly.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Adaptive Behavior (of Disabled); Behavioral Objectives; Behavior Modification; Class Organization; *Daily Living Skills; Educational Environment; Inservice Teacher Education; Interdisciplinary Approach; *Multiple Disabilities; *Normalization (Handicapped); Prompting; *Rehabilitation; Secondary Education; *Severe Disabilities; Social Adjustment; Task Analysis; *Transitional Programs
IDENTIFIERS Connecticut

ABSTRACT

Designed for small-group inservice training at a Connecticut state school, the working manual offers a philosophical framework and a collection of practical ideas and techniques for educators working with severely disabled, multihandicapped persons toward the ultimate goal of community integration. Chapters have the following titles and emphases: (1) "Philosophical Considerations" focusing on development of functional skills in normalized settings; (2) "Transdisciplinary Focus" (including roles and responsibilities of transdisciplinary team members); (3) "Ecological Inventories" (identifying domains, environments, subenvironments, activities, and skills); (4) "Standard Operating Procedures" (natural learning environments, organizing student information in notebooks, classroom calendars, communication with parents and professionals, schedules, personalization of the environment); (5) "Instructional Components" (writing functional objectives; task analysis, shaping, prompting, fading, behavior management issues); and (6) "Model Program." The final chapter, "Testing Your Knowledge," consists of questions reviewing the concepts and procedures described in the manual. Four appendices, comprising nearly one-third of the document, include definitions of terms, a listing of 12 prerequisite readings and 23 additional references, and 20 sample forms. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279138

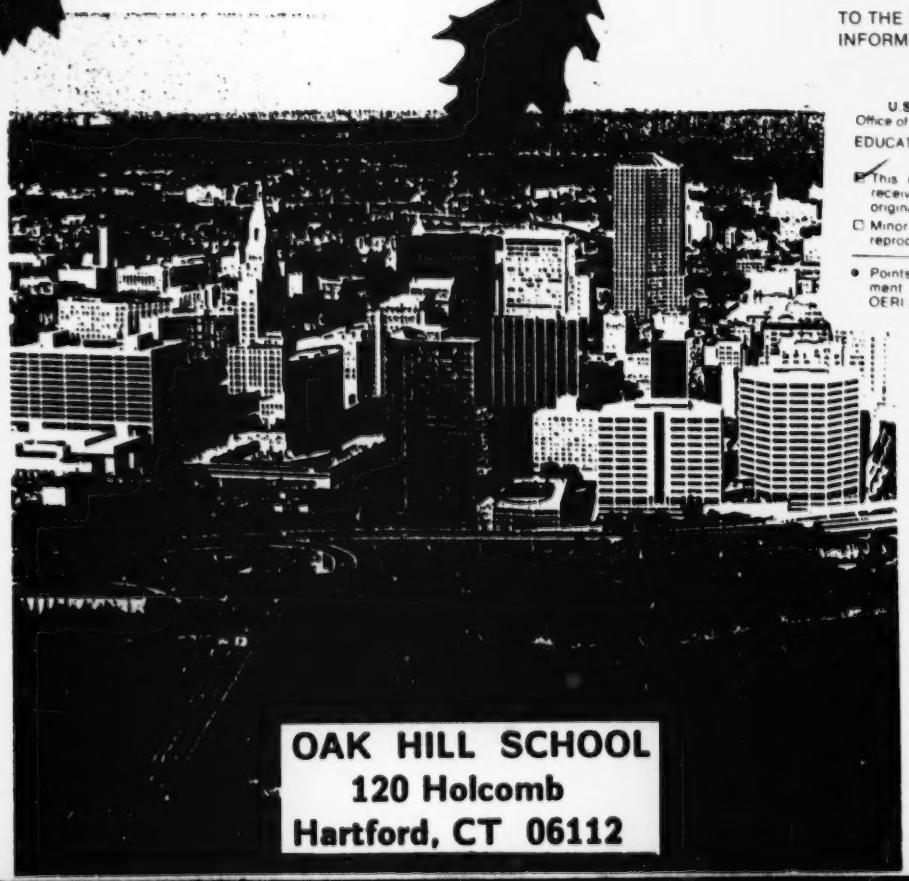
EDUCATIONAL TRANSITIONS INTO THE COMMUNITY

GUIDEBOOK

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Christine E. Lavelski
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



OAK HILL SCHOOL
120 Holcomb
Hartford, CT 06112

EC191782

BEST COPY AVAILABLE

E.T.C. GUIDEBOOK

WRITERS

Marty Davis, Educational Program Assistant

Penny DeFrino, Educational Program Assistant

Karen Knudsen, Educational Program Assistant

Laurie Kruzshak, Speech Pathologist

Eileen Luddy, Teacher-Trainer Consultant

Kim Morehardt, Orientation & Mobility Specialist

Tom H. Powell, OHS Educational Consultant

Christine E. Pawelski, Editor
Director of Training and Research

This Guidebook was written as a tool for ongoing in-service training of staff at Oak Hill School. It is a compilation of many ideas and techniques which the writers have pulled together. For further information on additional resources, please check the Reference section or contact the Training Department. (August, 1986)

A sincere note of appreciation is extended to the many people who have supported and assisted us in preparing this document. Thanks is extended to Anne Beninghof and Linda Thompson for use of some of their student programs in this Guidebook. Special acknowledgement is given to Jeannene Barrett for the initial typing of the manuscript and to Fran Dillon for his creativeness and skill in completing the typing of the final draft.

COVER DESIGN

Thanks are extended to John Rettenmeier, Data Processing Director at Oak Hill School for his creative cover design. He truly captured the essence of the OHS "transitions into the community"!

Partial funding for the production of this Guidebook was made possible through funds available from the CT State Department of Education Chapter II sources. The points of view expressed in this Guidebook, however, are those of the authors and do not necessarily reflect the positions of the SDE.

INDEX

	PAGE
Introduction	v
How to Use this Guidebook	vii
I. Philosophical Considerations (Pawelski/Powell)	
Introduction	1
A Program Philosophy	8
Implementation	12
II. Transdisciplinary Focus (Kruzshak)	
Introduction	16
Policies/Procedures	20
Transdisciplinary Meetings Process	22
Transdisciplinary Process - IEPs	24
III. Ecological Inventories (Davis)	
Introduction	26
Components	27
Writing An Ecological Inventory	32
Targeting Priority Programs	43
Quiz	44
IV. Standard Operating Procedures (Knudsen)	
Classroom Design	48
Student Notebooks	50
Classroom Calendar	53
Communication Systems	53
Good Practice Board	55
Community Trips	55
Schedules	57
Personalizing the Environment	64
Helpful Hints	65

PAGE

V. Instructional Components (DeFrino/Luddy)
Writing Functional Objectives 69
Task Analysis 75
Shaping, Prompting, and Fading 82
Behavior Management Issues 85

VI. Model Program (Luddy) 105

VII. Learning and Values: A Final Word (Morehardt) 119

VIII. Test Your Knowledge 129

APPENDICES 138

A Jargon/Terms Listing

B Prerequisite Readings Summary

C Additional References

D Sample Forms

INTRODUCTION

On July 8, 1985 a group of staff gathered together to begin a two week process which would further expand the mission of the Connecticut Institute for the Blind, i.e.

> ***"...to provide comprehensive, on-going services to students and adults with multi-handicaps, including vision and mental retardation, thereby, enabling each resident to actualize his/her potential for a satisfying life within the community."***

The group became affectionately known as "OHU" (Oak Hill University). They spent hours reading and discussing the current and past literature; listening to and analyzing the theories of local and national figures who represented "the best" of what was available in service delivery for individuals with severe needs; and plastered the walls of the Employee Health Clinic with action plans, questions to be answered and critical concepts to be mastered. They also "bought into" the notion of creating a "VISION", a concept being explored by two Connecticut management consultants, Tony Deloisio and Jonathan Spiegel. They suggested in their work, that in order for any change to occur, any expansion to be positively realized, it must be based on a well articulated "vision", accompanied by several additional layers of defined parameters (see figure 1 below).

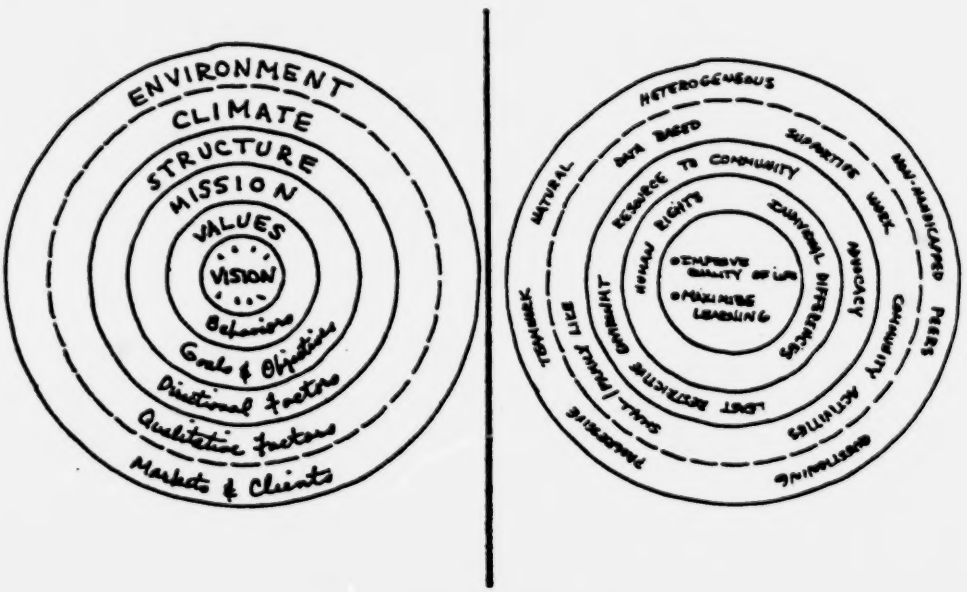


Figure 1: Creating a Vision
(Adapted from Deloisio/Spiegel)

The OHU Task Force took all this available information to heart, and like the enthusiasm generated by Martin Luther King's *"I have a dream..."*, this group "took off" and began to formulate the educational "vision" for the program at Oak Hill School. This Guidebook is the tangible product of those efforts. The chapters cover key topics that the group felt needed to be documented in order to implement standardized procedures. However, it is NOT intended to be all inclusive of the areas which must be mastered in order to provide quality programming for this group of individuals. There is plenty of literature out there which can assist in filling informational gaps. "Reinventing the wheel" was not the objective of this group.

Rather, the ETC Guidebook was designed to provide a framework for designing good educational programs at Oak Hill School. It was not written to provide all the theory, but some of the practice. It is a mixture of writing styles, humor, philosophy, references and food for thought which will hopefully inspire the reader to ask for more...question...and contribute to the expansion of a vision. It represents diverse individuals, coming from a wide variety of backgrounds and beliefs who joined together as a TEAM to learn about "culture" and ideas, and how they could be implemented to improve the quality of life of people. The Task Force worked hard together, played and ate hard together and suggest that this Guidebook be used, incorporating those same concepts. It cannot be done alone...without discussion and without good food !

The names on the chapters do not fully reflect the number of people who contributed to this process. Special mention needs to be made of Anna Nigro, who was a part of the original OHU Task Force in the Summer of 1985 who took on additional supervisory responsibilities in the Fall. Her work and enthusiasm is clearly represented in these pages. We were also fortunate to have Tom Powell and his team of specialists in the area who were at the core of our technical training. Special recognition is also made to the administration and supervisors of OHS who supported a "skunkworks" group of people in pursuit of a vision. They included: Lars Guldager, Becky McGlamery, Dennis Kiernan, Ted Rzepski, Judy Niemeyer and Al Heinzmann. Their backing and expertise assisted in making two weeks of strategic planning HAPPEN !

The history of a project is important to cover so that the present and especially the future goals can be better understood. The ETC Guidebook is a documentation of a past effort which will hopefully be a catalyst for future work. It is not intended to be "perfect"..... just "useable"!

C. E. Pawelski

HOW TO USE THIS GUIDEBOOK

There are several things you need to consider before beginning the reading of this Guidebook which will maximize your successful learning:

1. **It assumes you are familiar with the theory and work of a number of individuals who have made significant contributions to the field of severe disabilities:**

   - **Burton Blatt**
   - **Lou Brown**
   - **Marc Gold**
   - **Robert Perske**
   - **Tom Powell**
   - **Wolf Wolfensberg**

   Their names will be referenced throughout the Guidebook, with only minimal explanation provided regarding their theories. If you are not familiar with their work, check the REFERENCES section or PREREQUISITE READINGS section in the Appendix. Knowledge of their research/ theories is critical to the successful implementation of this program. Additional reference materials can be acquired from a University library or journals such as JASH (Journal of Association of Persons with Severe Handicaps).

2. **Much litigation and legislative mandates have contributed to the community imperative thrust this Guidebook suggests. It also assumes you are familiar with some of these basic laws or legal/advocacy based organizations:**

   - **Public Law 94-142**
   - **Section 504**
   - **Community and Family Living Amendments**
   - **Mansfield Consent Decree (CT); Pennhurst Decision (PA); Willowbrook Consent Degree (NY)**
   - **The Association for Persons with Severe Handicaps (TASH)**

3. **This Guidebook was designed for staff working in the programs at the Connecticut Institute for the Blind in Hartford, CT. Although the concepts provided here are applicable to any program, jargon/forms used here were designed for use at this facility, and tied into the additional training materials/videos that are available here.**

4. **This Guidebook is a "working" manual, i.e. its intent is to be used in small groups or paired with a "coach" who can provide feedback on the exercises and engage in general discussions. Programming for this group of individuals in the appropriate and least restrictive manner is nothing less than a "team approach"---in the learning and in the implementation.**

5. **Some of the chapters include PREREQUISITE READINGS. They are as they suggest "required" if the full understanding of the chapter is to be achieved. Rather than duplicate/rehash what had already been well documented by another author, chapter writers decided to include those readings as a part of the "meat" of their presentation of information. All prerequisite readings can be found in the Training Dept.**

   Supplemental readings are listed as REFERENCES, and merely expand upon information already presented. Many of these are also available in the OHS Training Library or at local universities.

6. **Blank copies of ALL FORMS mentioned in the Guidebook are included in the APPENDIX for ready duplication. JARGON/TERMS used are also listed in the Appendix.**

7. **Finally, the last chapter is titled: TEST YOUR KNOWLEDGE. It is a "quiz", adapted from that used by staff of the CONNECTICUT DATA-BASED MODEL. Instructional programming of which we speak is based on being accountable for information learned... whether you are a young or "old" student ! "What is the criteria for passing this quiz ?" (What is the successful criteria for zipping up your pants ? When you do it 70% of the time ?! Three out of 4 tries ?! Or is all the time a successful experience, and what you measure is the "level of prompting/assistance" needed to complete the objective?) YOU ANSWER THE QUESTION !**

8. **This is merely a Guidebook of instructional programming. Additional info on this approach can be obtained from the Powell, et. al CT Data-Based Training Manual. Copies are available in Training or can be purchased by contacting the Training Department.**

The Writers

Prerequisite Readings:

Blatt, B & Kaplan, F. (1974). Christmas In Purgatory. New York: Human Policy Press.

Blatt, B & Bogdan, R. Biklen, D. & Taylor, S. (1977). From Institution to Community: A Conversion Model. In E. Sontag, J. Smith & N. Certo (Eds.), Educational Programming for the Severely and Profoundly Handicapped (pp. 40-52). Virginia: CEC MR Division.

Brown, L., Nietupski, J. & Hamre-Nietupski, S. (1976). Criterion of Ultimate Functioning. In M.A. Thomas (Ed), Hey Don't Forget About Me (pp. 2-15). Virginia: CEC.

Falvey, M.A. (1986). Introduction. In M.A. Falvey, Community Based Curriculum (pp. 1-12). MD: Paul Brookes, Inc.

Perske, R. (1980). New Life in the Neighborhood. Nashville: Abingdon Press.

Wolfensberger, W. (1980) Definition of Normalization: Update, Problems, Disagreements and Misunderstandings. In R.J. Flynn, K.E. Nitsch (Eds), Normalization, Social Integration, and Community Services (pp. 71-115). Maryland: University Park Press.

PHILOSOPHICAL CONSIDERATIONS

Christine E. Pawelski

I. INTRODUCTION

"A person who is severely impaired never knows his hidden sources of strength until he is treated like a normal human being and encouraged to shape his own life."

— Helen Keller —

"Suffer the little children..."

"There are only two things wrong with most special education for the mentally handicapped; it isn't special, and it isn't education."

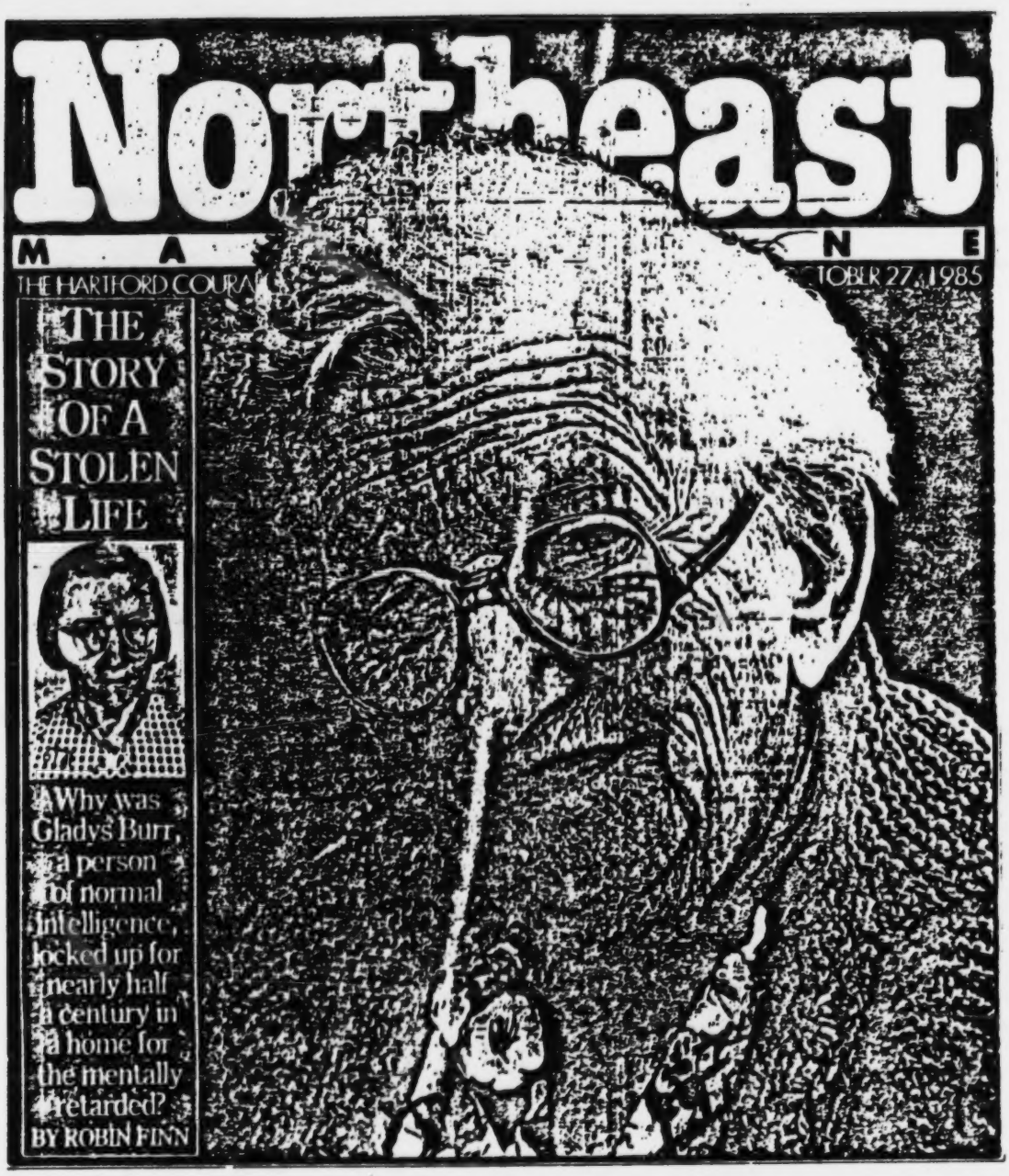
Alice Metzner

45

Christmas In Purgatory (1974)

A Photographic Essay on Mental Retardation

Blatt, B. & Kaplan, F.


Northeast
MAGAZINE
THE HARTFORD COURANT
TOBER 27, 1985
THE STORY OF A STOLEN LIFE
Why was Gladys Burr, a person of normal intelligence, locked up for nearly half a century in a home for the mentally retarded?
BY ROBIN FINN

FREE CARE FOR BURR

In regard to Robin Finn's good article ("The Story of a Stolen Life," Oct. 27), what are we taxpayers going to have to pay for next? If Finn's article is correct, Gladys Burr got free care from the state when she could not cope with life outside. It was her own family and personality and her inability to adjust that caused her stay at the Mansfield Training Center. The state did not do it. The state was kind enough to give her a home.

Carl Z. Wardo
East Hartford

I do not believe that in the case of Gladys Burr a life was stolen. The state gave her care when she needed it. So why should taxpayers pay the settlement of $160,000? Will it establish a precedent for other cases?

Her institutionalization was the fault of her family and the fault of her own weaknesses and personality. When the $160,000 is spent on lawyers' fees and on supporting her, will she be able to function in society and earn her own living? Judging from her history as described by Robin Finn, I doubt it.

Louis Duggan
East Hartford

We welcome comments from readers. Please try to keep letters brief, and include address and phone number. All letters must be signed. Send to Northeast, 285 Broad St., Hartford 06115.

"What would man be without Utopia? He must aim at the unattainable in order to realize the attainable and to make one step forward."

Thomas Mann

" A decade ago we reported the need for a Board of Institutional Visitors, a Board of Advisors for each institution for the mentally retarded, a comprehensive inservice training and consultation program for all institutional employees.

Today we don't ask for any of those things. Although we have no authority to do so, we demand that every institution in the United States be closed. We insist that a society which claims to be civilized, find other ways and means to re-locate people to decent and more personal environments. "

(Excerpts from Blatt, B., et al (1979)
The Family Papers: A Return to Purgatory.)

MISSION STATEMENT

The mission of the Department of Mental Retardation is to join with others to create the conditions under which all people with mental retardation experience:

- Presence and participation in Connecticut town life
- Opportunities to develop and exercise competence
- Opportunities to make choices in the pursuit of a personal future
- Good relationships with family members and friends
- Respect and dignity.

OPERATING PRINCIPLES

1. DMR accepts responsibility to assure individuals with mental retardation uninterrupted essential services until the time a person no longer needs to depend on these services.
2. DMR believes that all individuals with mental retardation can grow, develop, make choices and participate in community life.
3. DMR will share responsibility for decision making with the people we serve, their families, friends, and advocates.
4. DMR will promote or provide necessary adaptations and accommodations to ensure people's effective use of natural community resources and places, such as schools, workplaces, health services, and homes.
5. DMR will promote or arrange services for individuals in groups that are appropriate with regard to age, size, and the compatibility of the group members.
6. DMR will invest its resources to the greatest extent possible in activities and programs that are most likely to advance our mission.
7. DMR will monitor department policies and operations to prevent practices that may undermine constructive relationships between program staff and the people they serve, and to effect changes in organizational design and management practices to improve these relationships where needed.
8. DMR will develop and adopt a variety of program evaluation methods that focus on the accomplishment of our mission and give the people we serve and their families an active role and a clear voice in the assessment of the services they receive.
9. DMR will support methods of regional planning and administration that ensure continual learning and innovation throughout the service network.
10. DMR acknowledges the essential contribution of advocates who call us to remain consistent with our mission.

Brian R. Lensink

Brian R. Lensink, Commissioner
Approved: February 13, 1986

The development of an educational or personal philosophy of life is a long process, incorporating ideas, values, beliefs that have been set forth and found to be true or right for an individual or group of individuals. There is no rightness or "wrongness" inherent in philosophical statements — only biases, which sometimes are adopted for entire groups of people or organizations:

> *"We hold these truths to be self-evident that all men are created equal and have the right to liberty, justice and the pursuit of happiness...."*
>
> The Constitution of the United States

The previous pages presented images, ideas, happenings that helped mold the educational philosophy of this Agency. Inherent in all of them is a striving for personal dignity....for viewing people as PEOPLE FIRST; as people who have competence and value; and who, when placed in appropriate situations, can demonstrate that VALUE. That maximizing of human potential is at the core of the OHS educational vision.

The majority of the pages that follow will outline specifically the concepts that define this philosophy. They are adopted from the Connecticut Data-Based Model by Powell, et al, but can also be found in any curriculum that has been designed for use with this group of individuals with severe needs over the last 20 years. Each time these concepts are stated, they are better defined and easier to translate into practical application. Those applications will be presented shortly....but a brief moment needs to be spent on expanding the "people" and "competence" ideas from above.

Who are these individuals upon which this educational philosophy is based ? Marc Gold perhaps says it best:

> *"...mental retardation is the level of power needed in the training process required for the individual to learn, and not by the limitations in what he or she can learn....The height of functioning ability is determined by the availability of training technology and resources society is willing to allocate, not by significant limitations in biological potential ...."*
>
> (Gold, M.A. Try Another Way, 1980)

The focus of this philosophy is totally on the engineering of the environment in which these individuals live and the level of skill (power) of the trainers involved in implementing the programs. Tom Powell suggests that the combined IQ of the trainer and the individual with severe needs is 200, i.e. the greater the handicap, the greater the skill or manipulation needed of the other variables. The bottomline is SUCCESS and demonstration of competence by the individual:

> *"the more competence (or perceived competence) an individual has, the more deviance will be tolerated in that person by others."*
> (Gold, Try Another Way, 1980)

The educational philosophy defined here, therefore, focuses attention on that development of competence, DESPITE severe disabilities.

The other aspect that is stressed in the philosophical precepts is the constant work at developing normalized settings in which to work and play. The Swedish leader, Nirje speaks of :

> *"Normalization as meaning...*
>
> *...a normal rhythm of the day*
> *...a normal rhythm of the week*
> *...a normal rhythm of the year*
> *...normal developmental experiences of the life cycle*
> *...having a range of choices, wishes and desires respected and considered;*
> *...living in a world made of two sexes*
> *...the right to normal economic standards*
> *...living in normal housing in a normal neighborhood."*
>
> **(Excerpts from "The Enlightening Principles of Normalization." Perske, R., (1980) New Life in the Neighborhood (pp. 20-21)**

Normalization refers to ALL aspects of life and challenges educators to implement change that addresses all of the above areas. The role of educator within this philosophy goes beyond the 4-walled classroom. There is no other choice if quality of life issues are going to be addressed. The pages, therefore, that follow, expand upon the ideas above.

II. A PROGRAM PHILOSOPHY (Tom Powell)

The foundation upon which a school program operates is a philosophy that is adopted by the school, its staff, and consumers. The program philosophy is the framework to which the various program elements are attached. Without philopsophy the program elements are disjointed. The philosophy provides direction for curriculum content, instructional tactics, administrative procedures, and future development. Since the philosophy is paramont to the program's development and success, it is presented in detail.

A philosophy that guides special education programs must reflect current practices, technology and research in the fields of education, special education, psychology, speech and language therapy, physical therapy, sociology, medicine and law. Oak Hill School has adopted a twelve-point philosophy that is used to guide the development of educational school programs for students with severe handicaps. In keeping with the developing nature of the fields mentioned above, this philosophy should be viewed as ever changing; as our information base increase and alters our perspective on life, so too will the philosophy change.

1) Each student is an individual with particular strengths, needs, and each student possesses a full set of human and legal rights. The program views every student as unique. Educational programs must not subject students to batch processing but rather stress humanization by gearing the program to the student's individual needs. It is recognized that every student possesses a full set of human and legal rights and that these rights will never be abridged without the full due process of law. Accepting this principle means that the staff acts as advocates to ensure that the students' rights are never violated.

2) Every student is capable of learning. This principle provides the ultimate rationale for the existence of the educational program. Every program is structured to allow for growth and development of the student. Inherent in this principle is that skill training programs must be designed to gradually produce more complex behavior patterns that, in turn, increase students' capacity to cope with their environments. The students' individualized education program (IEP) must specify the progressive learning steps and goals that are to be attained by the student.

If the student does not learn, the responsibility for the lack of progress rests with the program. The student will learn if the teacher has identified and utilized the correct combination of environmental factors. Failure to learn implies a need to reorganize antecedent or consequent events or break the skill down into more refined components so the student is able to learn.

3) The needs of students with severe handicaps will vary from student to student, thus, individually prescribed teaching programs must be planned and implemented. This principle implies that educational programs for students with severe handicaps must offer a wide range of educational and related services. These services must be designed around the individual needs of the students. An Individualized Education Program (IEP) written for each student details the student's unique needs and how the educational program will at Oak Hill School meet those needs.

4) The overall goal of the educational program is to prepare students with severe handicaps to live and work in a variety of complex community based settings. This principle provides the direction for selection of curricula and methods for instruction. Within this principle the following components are assumed:

   a) Functional skills must be taught. Functional skills address a student's behavioral repertoire ensuring greater levels of independence. When asked "Why teach that skill?", the staff must respond that it provides the student with more independence today. Skills that are not functional (e.g. pegboards, shape sorting, etc.) are not taught to the student.

   b) Real materials and settings are used to teach skills to students. Since many students with severe handicaps have problems with generalization, time cannot be wasted training skills using material and settings that the student will not encounter in the real world. Generalization must be built into the instructional program.

c) Training should take place in many settings besides the traditional dormitory and classroom. The importance of training students in several environments cannot be overly emphasized. One method of teaching students to ensure generalization of skills they have been taught is to provide training in several different settings. These settings may include the community to teach community skills, the dormitory and parents' home to teach self-help skills. Learning environments can be defined as any place where the student is engaged in a functional, structured activity geared to teach a new skill. This principle recognizes the importance of everyone in the student's environment. Parents, siblings, neighbors, custodians, teaching assistants, secretaries, etc. all have potential to help the student learn new skills. Special emphasis must be given to the family in helping to provide instructional environments at home.

d) Students need to be taught in small groups as well as in individual training sessions. It is doubtful that future environments will allow a student the luxury of 1-to-1 instruction. Educational programs will need to develop opportunities for students to learn in small groups. This implies that students will simultaneously be taught the necessary behaviors to participate in group instruction.

5) Each student has a right to the most appropriate, least restrictive services. Attention is given to providing services that are least restrictive to the individual student rather than as a least restrictive program. Students will be given services that do not handicap them further by limiting their participation in a normal routine or normal activities. Decisions about what is and is not restrictive must be made on an individual basis. What is restrictive for one student may not be for another student. The Transdisciplinary Team lend themselves to assure that this is possible.

6) Students should be treated as normally as possible.
The program is based upon the principle of normalization. Basically, this principle means that individuals with severe needs should be allowed an existence as close to normal as possible. Thus, this entails making available to students, patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society.

7) There is no way to determine the extent to which a student with severe handicaps will progress. However, there is always a "next" step to a program, or a way to modify the current step. Oak Hill School presents a full range of service needs that requires the expertise of many persons working together. Team members include family, professionals from many fields, and other individuals concerned with the student's education. The school program may also be involved with several agencies to ensure that the student's needs are properly met.

8) It is the transdisciplinary team that determines the student's needs and specifies a program for the student. Each team member's input is needed to ensure proper services. This principle implies that each team member has the responsibility to see that the transdiciplinary team process is carried out in a manner beneficial to the student. Each team member also has the responsibility of seeing that the recommendations of the team are implemented.

9) Students with severe handicaps learn in accordance with the same learning principles as non-handicapped students. This principle implies that the same theories used to explain learning with non-handicapped persons, apply to students with severe handicaps. Typically, it does take a longer period of time to teach a skill to a student with severe learning problems. (It may be necessary to vary aspects of the environment, antecedents, or consequences.) Because of this, the student requires more extensive and intensive educational programs. The instructional day is extended to all environments, and all staff interacting with the students are trained to increase learning experiences for the student.

10) Students should be exposed to teaching methods and materials that have been proven successful or are initiated in a tightly controlled evaluative manner. The teaching techniques and materials chosen for inclusion in the program will be those that have been well-tested and have demonstrated their value on the basis of empirical research. Experimental or non-tested materials and techniques will not be used unless they will be used in conjunction with an approved research and/or evaluation design. Use of such materials will be determined by the Supervisor and related staff when necessary.

11) The value of the program should be judged in terms of observable changes in student performance. The reason for the program's existence is to help students learn to live a full life by developing their full potential. Success must be measured in terms of

the progress students make on their instructional objectives. This principle implies that the staff will monitor student progress, make changes as necessary, and make available reports concerning the success of the program.

12) No person should be denied admittance to educational programs due to I.Q. level, behavioral deficits and/or behavioral excesses. Because the program focuses on students with severe handicaps, the staff must be prepared to teach the most critical skills to the learner. Not being toilet trained, ambulatory, able to communicate or follow directions are not reasons for exclusion from public school programs.

To remediate such behavioral deficits becomes the aim of instruction. Likewise, behavioral excesses such as self-stimulation and aggression, are not reasons for exclusion from the program. Additionally, I.Q. level and other normative measures tend to be unreliable for this population and scores derived from such measures are not used to exclude students.

A program philosophy is easy to write and easier to read. It is difficult to implement. However, the adoption of a philosophy will provide strength and direction to the educational program at Oak Hill School.

III. IMPLEMENTATION

As was stated in the "How to use this manual" section, this is a "working" manual, and what better way to start working but within the "Philosophical Considerations" chapter. Therefore, before proceeding to the next section...

STOP....*Find a pencil and begin to jot down ideas, feelings as you work through the following questions. When you are finished .....*

STOP....*Find your supervisor or "coach" and discuss your thoughts on these questions. Philosophy is meant to be discussed in order to be understood. . . so. . . DISCUSS. . . . . HAVE FUN !*

(Use the reverse side or separate paper if additonal space is required for your answers.)

1. **Turn back and find the chart that illustrates the OHS vision (page v). In the center of the right hand sphere are the words: "Improve quality of life ". What have you observed happening at CIB that demonstrates a commitment to this concept?**

2. **It would be next to impossible to run OHS in " a normal rhythm of a day" --- it is too big, complex, impractical. Right? DISCUSS.**

3. **The bottom line is that folks we work with just "aren't normal", and the sooner we admit that to ourselves, the better off everyone would be. Counter this argument.**

4. **Can you have least restrictive programming going on in a restrictive environment?**

5. **Let's face it ---with Mansfield, Southbury, CREC, OHS, we have more than 1% of individuals with severe disabilities in our own backyard. How can we possibly spread folks out so it doesn't look like we have "handicap ghettos"? What could we do?**

6. **There are just some areas where a person needs prerequisite skills before functional activities can be attempted - right? Example: You have to read the Drivers Ed book before you drive a car---or better yet, you have to be able to READ before you drive the car. So, why can't there be PRE-WORK/VOCATIONAL before all this functional stuff?**

7. **How do I really know partial participation is really working for students and not just a time waster for staff ?**

8. If the following were not learned by students, would they still be viewed as "acceptable" adults?

   - Tying shoes
   - Setting the table
   - Appropriate self-care/hygiene
   - Appropriate zipping of zippers
   - Appropriate wearing of hearing aids/glasses

9. Many of the individuals at CIB spend a tremendous amount of time interacting with staff, not peers. Is this 1:1 adult work a problem if ultimately we seek a student's participation in society?

10. Can you define your philosophy of life?

REMEMBER. . . .Discuss the above with your "coach" or Supervisor before going on with the next chapter.....

Prerequisite Reading:

Peterson, C.P. (1980) Support Services. In Wilcox, B. & York, R. (Eds.) Quality Education for the Severely Handicapped: The Federal Investment (pp. 136-163). U.S. Dept. of Education: Office of Special Education, Division of Innovation and Development.

TRANSDISCIPLINARY FOCUS

Laurie Kruzshak

I INTRODUCTION

Oak Hill School's Vision is to provide quality life-skills education in the least restrictive environment. The school has chosen use of a TRANSDISCIPLINARY approach using a data-base technology as a vehicle through which to provide that education.

Definition

Specifically:

"The transdisciplinary approach attempts to break the traditional rigidity of discipline boundaries and to encourage a teaching/learning process between team members. It supports the development of a staff that functions with greater unity....Further, the transdisciplinary approach advocates that team members share information and, when appropriate, skills to insure consistency in the child's program". (Sears, C., 2981, P.81)

The team members consist of the teacher and the providers of related services: therapists, psychologist, behavior analyst, nurse. At Oak Hill School, as is stated in P.L. 94-142, Section 121a.13(a), related services are those services "required to assist a student with disabilities to benefit from special education". Oak Hill School is an educational facility and the education of students takes priority over any other task.

At Oak Hill School, the transdisciplinary approach to education has been operationalized into the following components:

Transdisciplinary Process

1. **Team member's evaluation of skills within the contexts those skills usually occur.**

2. **Team members conducting joint evaluations or diagnostic teaching sessions to insure that the appropriate fine motor, gross motor, communication, behavioral, mobility, etc., skills are utilized during a particular educative event.**

3. **Role release of each specialists' pertinent techniques for that student. This involves each specialist training the primary implementor of the program their specific techniques for facilitating learning of a specific skill. Primary implementors may be classroom paraprofessional staff, parents, or another specialist.**

4. **Approximately one time per month there is a transdisciplinary meeting where the team convenes to review the students' educational progress and revise programs when necessary.**

5. **Teaching events taking place in those environments where the target behavior traditionally occurs.**

6. **The recording of a student's progress on a particular skill using data that can be visually transcribed on a graph.**

In a transdisciplinary approach to education, the therapists work primarily on a CONSULT basis. This entails the therapist planning the programs with the teacher, training the staff chosen to implement the program, then periodically monitoring the program and revising it as needed.

Role Release

It is necessary for the therapist to ROLE RELEASE to another staff member since the therapist cannot be present at every training opportunity, in every context, for every student in his or her caseload. Therapists train staff to use therapeutic techniques that facilitate the student's learning. Whereas therapists train teachers, paraprofessional staff and other therapists of different disciplines in techniques, teachers train the team in educational techniques. Paraprofessional staff may be best able to provide the team with information on effective reinforcers, behaviors that are communicative of dislikes, or report on any condition, environmental or otherwise, that may facilitate or hamper learning. Everyone has a critical role in the educational training process in this model.

Staff Training

Below is a list of possible team members. The specialists involved may vary depending on a student's particular disabilities. In most instances, the primary implementors are the teacher, the classroom staff and in some cases, the parents. The related services function in a consultative/training role whereby:

a. They contribute information from their particular discipline to facilitate learning of specific skills.

b. They train primary implementors of programs in specific techniques that aid the student in learning skills.

c. They monitor staff skills and student progress in a particular area.

Possible team members are:

The teacher is the primary facilitator and synthesizer of skill training from other disciplines. The teacher offers expertise in objective-based and data-based instruction, instructional stategies, classroom management, and curriculum.

The physical therapist offers expertise in gross motor development, positioning, handling, and the use of adapted equipment including orthotic and prosthetic devices.

The occupational therapist may offer expertise in fine motor and perceptual-motor development, oral-motor development, activities of daily living (e.g., self-care, homemaking), vocational training, and the development and use of adaptive equipment. An occupational therapist usually specilizes in a limited number of these areas.

The speech/language therapist offers expertise in the areas of oral-motor development (for eating and speech) and communication through communicaton devices, total communication, or spoken language.

The psychologist (or behavior analyst) is largely responsible for the administration of psychological instruments (i.e., IQ tests) and for lending expertise in the development of specific interventions to reduce inappropriate behavior and concurrently increase appropriate behavior.

The nurse (or doctor) assists in all aspects of medical care including administering and monitoring medications, providing specific medical treatment, and advice and reviewing health and safety procedures. The nurse or doctor usually engages in role release primarily at the level of information sharing and decision-making rather than procedure-sharing.

The social worker is often the liaison between Oak Hill and parents, and may act as liaison for the education department and other care facilities, social services agencies, and funding sources. The social worker usually engages in role release primarily at the level of information sharing and decision-making rather than procedure sharing.

The parents are integral members of the team whenever possible even in a residential setting. However, parents are the important informants and caregivers, and continue to be significant factors in their child's growth and progress. While all parents should be encouraged to participate in the transdisciplinary team process, "professional" team members must respect the travel constraints and other time delays experienced by parents that may limit their participation. For students who have no parental involvement, an advocate can be involved in the team process.

II. POLICIES AND PROCEDURES

Transdisciplinary team members must participate in or implement policies and procedures in four general areas.

1. Evaluation
2. Program planning and implementation
3. Data Collection
4. Staff Training

Evaluation

Teacher Evaluations

The teacher must administer an annual, formal assessment of each student's skills. Traditionally at Oak Hill School, those are the TARC, the Camelot, or the Callier-Azusa. However, the purpose is to accurately describe a student's skills in particular areas (communication, gross motor, fine motor, cognitive areas, etc.). Any assessment tool is appropriate if it reliably and validly describes the student's performance. Results of this assessment are shared at the student's P.P.T. meeting with the parents, local education system representatives and other Oak Hill School team members.

Therapist Evaluations

The therapists document a student's performance in a particular area via reports and evaluations. An evaluation is administered, at least once every 3 years for that student's tri-annual review. (Tri-annual review dates are determined by the local education system.) An evaluation is the general functioning level of the student in all sub-areas of a particular discipline. For example a communication evaluation would describe receptive and expressive language, any non-linquistic communication, speech, hearing acuity, etc. If a therapist has been a primary planner, implementor, or staff trainer of an educational program, they must write an annual report, to be shared and submitted at a student's P.P.T. meeting. A report describes the student's progress on the specific goals and objectives the specialist has been involved with during the year.

Therapist Reports

Referral Reports

Occasionally at a P.P.T. meeting, a parent or local education system representative will communicate a concern regarding the student and the person best equipped to answer the concern is not present. For example, a parent may be concerned about their child's gate pattern and the physical therapist is not present at the meeting. When this occurs, a referral is made to the physical therapist, to investigate the concern. A referral report is a documentation of the specialist's investigation of the particular concern and if the concern was a valid one, what their recommendations are for additional programming and treatment.

Quarterly Reports

On a quarterly basis throughout the year, teachers and any specialist involved with implementing students program, complete a quarterly report form. On this form, data and a short narrative description of progress are written for each education objective. These quarterly reports are one of the school's official communiques concerning student progress which is sent to LEAs and parents.

Parents Planning and Implementation

Educational objectives written

Monthly transdisciplinary meetings serve as the chief vehicle for program planning. The teacher, by virtue of his/her role as a team leader, should have prepared some ideas of general skills the student needs to acquire to become a more independent member of the community. The related services team members help specify skills into measureable objectives which either have a primary focus (PT, OT, educational, communication) or stress the integration or sequencing of skills. The teacher and the appropriate specialists write the program, train primary implementors, and organize the data for graphing.

The Special Services Sheet is a form completed by specialists prior to each student's P.P.T. meeting. Using one form, each specialist recommends the type of services they will be delivering to the student. A book, with each student's special services sheet is kept in the Administrative Assistant's office in each school.

III. THE TRANSDISCIPLINARY MEETING PROCESS

Purpose

The transdisciplinary meetings are team meetings that occur approximately once a month for each class. The purpose of the meeting is to allow all staff, having regular contact with the student to:

1. **Review ecological inventories and decide upon priority programs for implementation.**

2. **Voice concerns regarding a student and/or his/her programs.**

3. **Review student data and discuss the status of programs, i.e. progress, lack of progress, need for revisions or changes in other program variables.**

4. **Discuss the services the students receive, e.g., therapeutic, medical, psychological for purposes of monitoring.**

5. **Discuss the need for more or less therapist input into programs regarding treatment, techniques, or staff training.**

Participants

Participants in the meeting may be all or some of the following:

- **teacher**
- **instructor**
- **assistant teacher**
- **physical therapist**
- **occupational therapist**
- **speech pathologist**
- **vision specialist**
- **behavior analyst**
- **other specialists**
- **nurse**
- **assistant director**
- **school director (chairs the meeting)**

Agenda

Agenda Items

One week prior to the meeting, an agenda is submitted to the school Administrative Assistant by the teacher. The agenda lists the specific topics to be covered during the one hour meeting. Any team member may put an item on the agenda. Agenda items should be given either to the teacher to submit with his/her list or directly to the Administrative Assistant. (See copy of Agenda in FORM Appendix.)

Attendance at Transdisciplinary Meetings

Participants at meetings determined by Agenda

Team members are expected to attend each class's transdisciplinary meeting every month. Professional staff, having only intermittent contact with the students (e.g., a nurse, if the student is receiving only routine medical services, with no aggressive treatment, or the behavior analyst, if student does not have/need a restrictive behavioral program) may not need to be present at every team meeting for that class. However, a specialist is required to come if there is a particular concern regarding their discipline.

Preparation for the Transdisciplinary Meeting

Prior to the meeting, each teacher and/or instructor must organize the data taken over the course of the previous month. Specifically, they must:

1. **Complete the Data Organization form summarizing program information over the previous month.**

2. **Update graphs reflecting performance on specific educational objectives.**

3. **Note whether criterion has been covered on any objective.**

Those objectives that require involvement of one of the specialists, that specialist should aid in organizing/interpreting data, and generating ideas for program revision or the generalization of the newly acquired skills.

IV. THE TRANSDISCIPLINARY PROCESS RELATED TO I.E.P.'S

A student's Individualized Educational Plan (IEP) should be composed of goals and objectives that reflect what that student needs to become a more independent, integrated member of the community. The specific life skills that are chosen to be taught usually necessitate the input of an array of disciplines who by "pooling their technical expertise", should facilitate the teaching of that skill.

Prior to each P.P.T. meeting each physical therapist, occupational therapist, speech pathologist, and low vision specialist, as well as other specialists should recommend the services to be delivered by that therapist.

The I.E.P. is an educational plan of action for an entire year that is jointly planned by the educational team providing direct services to the student, and the local educational system or the contracting agency responsible for providing an educational program. The P.P.T. meeting is a planning meeting, and all goals and objectives are to be planned and discussed as a team at the meeting. Though each team member naturally has some skills they think are important for that student to learn, pre-planned goals and objectives are not to be brought to the meeting for automatic inclusion into the student's program.

• • •

The chapters that follow relate more specifically to guidelines for writing the educational programs presented at the Transdisciplinary and P.P.T. meetings. Further information on development and theory behind transdisciplinary programming for individuals with severe needs can be found in the Reference section.

Prerequisite Reading:

Brown, L., Branston, M.B. Hamre-Nietupski, S., Pumpian, I., Certo, N. & Gruenewald, L. (1979) A Strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. Journal of Special Education, 13 (1), 81-90.

ECOLOGICAL INVENTORIES

Marty Davis

I. INTRODUCTION

As stated in the prerequisite reading , Lou Brown and his associates introduced a new, nontraditional approach to teaching students with severe handicaps. They proposed that students with handicaps can "be taught to perform chronological age appropriate functional skills in NATURAL ENVIRONMENTS ". These natural environments are divided into the following four life spaces or DOMAINS: community, vocational, domestic, and leisure / recreational. Using the domain strategy to teach students with severe handicaps, an educational curriculum may be developed that is more functional, individualized, chronologically age appropriate, and comprehensive than traditional curriculums. The domain strategy also provides the teacher with strategies for teaching students to be as independent as possible in as many environments as possible (Falvey, M., 1985). These strategies provide the basis for the writing of an ECOLOGICAL INVENTORY, i.e. "the sequences of behaviors that reflect the actual skills necessary to participate within a variety of environments" (Brown et al, 1979).

In the development of a student's ecological inventory, two important concepts must be remembered and applied in the writing. They are the Principle of Normalization and the Criterion of Ultimate Functioning. Ecological Inventories reflect the principle of normalization in that selection of functional skills are individualized for each student; the activities, skills, and settings are age appropriate, and the concept of natural proportions is paramount. (Review required readings for Educational Philosophy for further reflection on these ideas.)

The CRITERION OF ULTIMATE FUNCTIONING is a standard by which educational activities are judged as they relate to students with severe handicaps. The principle asks the following questions when judging an educational activity:

1. *Why should we engage in this activity ?*
2. *Is this activity necessary to prepare students to ultimately function in complex hetergeneous community settings ?*
3. *Could students function as adults if they did not acquire this skill?*
4. *Is there a different activity that will allow students to approximate realization of the criterion of ultimate functioning more quickly and more efficiently ?*
5. *Will this activity impede, restrict, or reduce the probability that students will ultimately function in community settings ?*
6. *Are the skills, materials, tasks, and criteria of concern similar to those encountered in adult life ?*

(Brown, 1979)

During the writing of an ecological inventory this criterion should be utilized so that the importance of teaching a skill may be determined. *(Further review of this concept can be obtained from Educational Philosophy prerequisite readings.)*

II. COMPONENTS

An ECOLOGICAL INVENTORY is comprised of five major components: the domains, environments, sub environments, activities, and skills. These are delineated in the following diagram entitled "Framework for Identifying Functional Skills" (adapted from Brown, Branston-McClean, Baumgart, Vincent, Falvey & Schroeder, 1979).

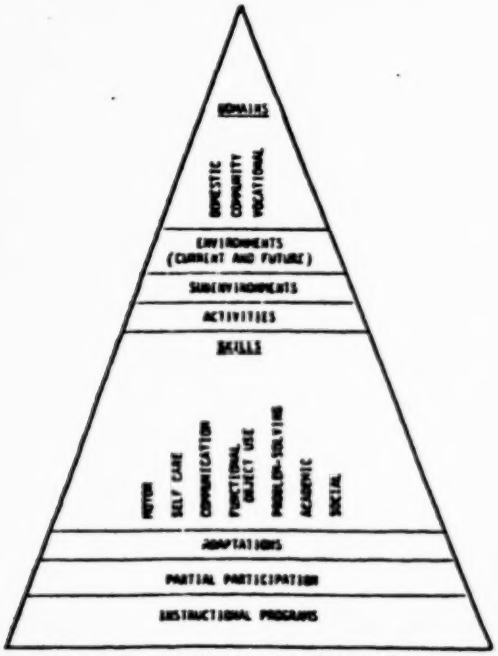


Figure 2: Framework for Identifying Functional Skills

Domains

In writing an ecological inventory, the first component that must be defined is the DOMAIN area. Although Brown (1979) identified four domains or life spaces (community, vocational, domestic, leisure/recreational), the Connecticut Data-Based Model "considers leisure and recreational activities as occuring across the three previously mentioned domains and taking place within a variety of settings". Oak Hill, in adopting the Connecticut Model, follows this approach, and does not separate the leisure/recreational domain, but includes it within the other three.

The Domestic, Community, and Vocational domains may best be explained as follows, taken directly from The Connecticut Data-Based Manual:

"The domestic domain encompasses the activities related to the day-to-day operation of a household. It is often associated with current and future home environments. Because the domestic domain is a major focus in most families, the competence of a student in this domain significantly impacts on the parents' ability to sustain their child at home. Attention to the domestic domain also enhances successful placement in least restrictive residential settings outside the home. Although self-care skills may be a primary concern in this domain, attention must be given to the full array of skill areas.

The community domain encompasses most activities that occur outside the home. It is associated with numerous environments, including schools, restaurants, social and medical service centers, and transportation. Appropriate and effective use of community resources and interactions with a large cross section of the population are addressed. Performance in the community domain significantly effects not only independence but also society's acceptance of persons with severe handicaps.

The vocational domain encompasses the activities that are traditionally associated with employment. For adolescents and adults with severe handicaps this domain will be addressed in standard, supported work and other settings. For younger students, the vocational domain is addressed in home and school settings as well. This domain includes not only the mechanical skills required to perform service jobs and production tasks, but all the other work behaviors that make the worker productive and accepted by his or her co-workers. Attention to the vocational domain provides persons with severe handicaps the dignity and respect for being contributing members of the community."

Environments

The second component of an ecological inventory to be described is the ENVIRONMENT. The term "environment" refers to the places in which the students live, work, play. They are the environments in which the students are currently functioning and the least restrictive environments in which they might also function in the future (Brown et al, 1979). These are also the same settings available to their non-handicapped peers. For example, in the domestic domain, a student may currently be living in a residential school, but when he/she becomes an adult, may reside in a group home, supervised apartment, or foster home. The skills necessary to learn in order to live in the latter settings are much different than those required in a residential setting. Therefore, it is important that all students be trained in the skill areas that are pertinent not only to their current environments, but to their future environments as well.

There are a variety of on and off campus environments which Oak Hill students encounter daily. The on-campus environments include such areas as Potter Hall, Russell Hall, the auditorium, Main Building, Founders, the gym, the pool. Examples of off-campus environments might involve: public transportation, downtown Hartford, a shopping mall or center, the Windsor Apartment Complex, fast and full service restaurants, etc. The list is endless.

Subenvironments

The third component of the ecological inventory is the SUBENVIRONMENT. The subenvironment represents the environment divided into its component parts. For example, in the domestic domain, if the environment is listed as the dormitory, then the subenvironment could be the bedrooms, bathrooms, lounges, kitchens, dining areas, laundry rooms, etc. In the community domain if the environment is a shopping center, some of the subenvironments might include clothing stores, grocery stores, drug stores, beauty salons, etc.

In the vocational domain some of the subenvironments might look like this:

ENVIRONMENT	SUBENVIRONMENTS
Potter Hall	Work Actvity Center
	Classroom
Auditorium	Acorn Shop
	Laundry Room

As with the overall Environments, the present and future needs of the students must be considered when the Subenvironments are determined.

Activities

The next component of the ecological inventory that needs to be described are the ACTIVITIES that will occur within the subenvironments. Within a certain subenvironment, there may be a variety of activities that a student will perform. An activity represents more of a "global" function yet describes a particular event. Some examples of activities would be:

ENVIRONMENT	SUBENVIRONMENT	ACTIVITY
Auditorium	Laundry Room	Washing/Drying Towels
Russell Hall	Bedroom	Dressing
Main Building	Dining room	Eating
Potter Hall	Work activity center	Making buttons
Shopping Center	Grocery Store	Shopping
Public Transportation	Bus	Riding the bus
Founder's	Bathroom	Brushing teeth
Russell Hall	Hallway	Propel wheelchair
Main Building	Bathroom	Toileting

Skills

The last area to be addressed in writing ecological inventories is that of SKILL. These are the specific skills, that are required or expected of the student in order to participate in each activity. The skills are divided into seven areas: motor, self-care, communication, functional object use, problem solving, academic, and social. When targeting a skill area, it is important to think in terms of what the student needs to learn -- not what they can or cannot do at the present time. For those students who cannot independently engage in an activity or skill, they should be taught to participate at least to some degree, i.e. partial participation.

> ***"For example, if a severely handicapped student cannot acquire the skills necessary to assemble a particular item in a sheltered workshop, that task might be divided into components so that the student can complete at least a part of the task successfully. Additionally, even though a specific student may not be able to develop the skills necessary to toilet herself independently in a public restroom, the activity should be adapted so that skills necessary to participate in a least some parts of the process can be acquired and performed."***
>
> **(Brown et al, 1979)**

Some examples of the specific Skill areas for dressing and eating would be:

ACTIVITY	SKILLS
Dressing:	**+ Pull socks over heels**
	+ Remove shirt
	+ Pull shirt to waist
	+ Pick-up own clothing
	+ Initiate dressing routine
Eating:	**+ Maintain grasp of a spoon**
	+ Wipe mouth with napkin
	+ Order food
	+ Use fork appropriately

Other examples of functional, age appropriate motor skills activites can be found in Community Based Curriculum by Mary Falvey, p.146-147. These examples address preschool, elementary and secondary-age activities.

III. WRITING AN ECOLOGICAL INVENTORY

The Transdisciplinary Team is responsible for developing a student's ecological inventory. The ecological inventory is written at the class' monthly transdisciplinary meeting. It is essential that an educational skill assessment of the student be completed prior to the meeting so that the student's level of performance may be discussed with documentation available. Presently, Oak Hill students are assessed using one or more of the following tools: the Callier-Azusa, the TARC, or the Camelot. The teacher is also responsible for assessing the student informally, or talking to staff members who are currently or have previously worked with the student. Such staff would include therapists, medical personnel, behavior analyst, Orientation & Mobility specialists, Physical Education staff, etc. When appropriate/possible, the teacher should discuss with parents educational priorities even prior to a P.P.T meeting. Frequently, if a student goes home on the weekend there may be skills or behaviors that could be taught that would make a home visit easier for the parents and the student.

How to Write an Ecological Inventory

STOP!

Please refer to the blank sample Ecological Inventory Form which follows.

As previously stated, ecological inventories are written at the monthly Transdisciplinary Meetings by the team. The team is responsible for writing three ecological inventories for each student. The following outlines the steps that are used in creating an Ecological Inventory.

Step 1: Domains

As seen on the blank inventory sheet, the first section of the ecological form that needs to be determined is the domains. In this space the domains of domestic, community, and vocational will be filled in --- each on a separate sheet.

Question: *What if there is a student who is unable to participate in any activities in one domain due to medical reasons? Can ecological inventories be written for only two domains ?*

Answer: *This is a decision that the Transdisciplinary Team makes. It is only under very unusual circumstances that this would occur.*

DOMAIN:	STUDENT:	DATE:	UNIT:
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8
2	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8
3	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8
4	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8

EFL:dr
10/85

Step 2: General Information

Next, the student's name, date, and school are filled in on the top line of each inventory sheet.

**** *Before proceeding - It is important to remember that all ecological inventories are individualized to meet the needs of each student. Very often, as the sheets are filled in, there will be a varying number of environments, subenvironments, activities, and skills filled in for each student. That's okay !* ****

Step 3: Environment

Before the column labelled environment is completed, the Transdisciplinary Team will discuss each student. Since there is inadequate space for all the environments which pertain to the students to be listed, the team must decide which two or three are the most important. The following three illustrations show a sampling of environments which were outlined for a community, domestic, and vocational ecological inventory (See attached samples).

**Please note that the Transdisciplinary Teams decided that for two students it was appropriate to target two environments, and for one student only one environment.....individual priorities must be maintained. Read the specific background for each student in order to more fully understand decisions that were made.*

In order to better understand why the Transdisciplinary Team wrote the ecologicals as they did, a brief description of each student is provided below.

Katrina

She is fifteen years old. She has limited verbal communication abilities, but smiles in response to interactions and cries when distressed. Her grasping ability is emerging, but she lacks total motor control as a result of her mild spastic quadriparesis. She is able to sit independently, her hearing is normal, and she has a mild visual loss. She is resistant with her dressing program and needs almost total assistance. Although she is doing better at feeding herself, she does need some physical assistance in scooping.

Vivian

Vivian is seventeen years old. She has functional vision, is deaf, and ambulatory. Vivian exhibits self-stimulatory and self-abuse behaviors. She is dependent upon staff for directives for all activities. Vivian has a limited sign language vocabulary of two or three words. She can sign "eat" and "drink". If Vivian wants a desired object, she will bring staff over to it. Vivian is very aware of her environment and staff feel that she has potential for learning many more new skills.

Bruce

Bruce is a quiet eighteen year old young man. His vision is impaired by congenital cataracts and keratoconus (a condition causing the cornea to stretch and create a cone-like formation over the iris and pupil). Bruce sees better when he squints. Bruce has a slight impairment to his left arm and leg which affects his fine motor skills and mobility. Bruce enjoys conversing with people with whom he is familiar and trusts, and has a wonderful memory for songs, poems, and people. Bruce responds best when he is given verbal praise.

CHART A: SAMPLE ENVIRONMENTS

Katrina
DOMAIN: Domestic

DOMAIN: DOMESTIC	STUDENT: KATRINA	DATE: 5/5/86	UNIT: PRIMARY/INTERME
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1 POTTER HALL CLASSROOM	A	1A 2A	1 2 3 4
	B	1B 2B	5 6 7 8
2 RUSSELL HALL DORM (1st Floor)	A	1A 2A	1 2 3 4
	B	1B 2B	5 6 7 8
3	A	1A 2A	1 2 3

Vivian
DOMAIN: Vocational

DOMAIN: VOCATIONAL	STUDENT: VIVIAN	DATE: 5/5/86	UNIT: Secondary
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1 MAIN BUILDING	A	1A 2A	1 2 3 4
	B	1B 2B	5 6 7 8
2	A	1A	1

Bruce
DOMAIN: Community

DOMAIN: COMMUNITY	STUDENT: BRUCE	DATE: 5/5/86	UNIT: Secondary
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1 DOWNTOWN	A	1A 2A	1 2 3 4
	B	1B 2B	5 6 7 8
2 PUBLIC TRANSPORTATION	A	1A 2A	1 2 3 4
	B	1B 2B	5 6 7 8
3	A	1A	1

Step 4: Subenvironments

The Transdisciplinary Team then decides within each environment which Subenvironments are most appropriate and important for the student. For Bruce, it was riding the bus downtown to go to a department store and the library. In Katrina's domestic program, she will be working in 3 subenvironments: at a table in the classroom and in the bedroom and bathroom of the Russell Hall Dormitory. Vivian's vocational program will be conducted in 3 subenvironments: the kitchen, the laundry room and the workroom. (See attached sample.)

Step 5: Activities

The next component of the Ecological Inventory form needing completion is the Activities section. Again, the Team must decide which Activities within the subenvironment are the most important and appropriate for the student to learn. It is important to remember that "activities" tend to be more global in nature (as opposed to skills). In the attached samples, the following activities have been targeted: In the community domain, Bruce will be shopping, learning to use the library, and learning to ride the bus. Katrina will be learning how to get a snack, and will be working on her dressing and bathing skills. Vivian will be learning how to wash and dry dishes, and how to wash, dry, and fold clothes. She will also be learning to do copying, mail processing, and floor cleaning. (See sample.)

Step 6: Skills

The last and probably most important section of the ecological inventory to be determined by the Transdisciplinary Team is the Skills area. The Team must decide within each targeted activity, which related Skills are most important for the student to learn. Usually one or two Skills are targeted per activity, but in some instances, three or four may be appropriate. The Skills represent exactly what the student will be learning. They must be behaviors that are observable and measurable. For example, a student zipping his pants or walking 10 feet are observable and measurable behaviors. However, to say that a student will understand a concept is not a measurable behavior. Skills are much more specific in nature than the previously discussed activities which tend to be more global. (See Reference section or chapter on Instructional Components if you need clarification on writing specific skill objectives.) From our sample ecological inventories this can be illustrated:

Katrina

	ACTIVITY - (Global)	SKILLS - (Specific)
1A	Dressing	1. Pull shirt to waist 2. Pull socks over heel.
1B	Bathing	3. Apply soap to wash cloth 4. Wash arms
1C	Getting a snack	5. Walk from prone stander to table

Vivian

	ACTIVITY - (Global)	SKILLS - (Specific)
1A	Washing Dishes	1. Putting dishes in basin 2. Wiping dishes with wet cloth
1B	Drying Dishes	3. Taking dishes out of basin 4. Wiping dishes with dry cloth

Bruce

	ACTIVITY - (Global)	SKILLS - (Specific)
1A	Shopping	1. Choose personal item 2. Pay for item
2A	Riding the Bus	1. Paying fare 2. Locating an empty seat

(See attached samples for a complete listing of all skills.)

The illustrated Skills represent skills which are age-appropriate for each student. Vivian is 17 years old, therefore, the emphasis is to teach her various skills. This will better prepare her for a future vocational setting and for living in a group home when she leaves Oak Hill. Katrina's domestic program has a concentration of learning self help skills. It should be noted that Katrina's targeted skill of learning to walk from her prone stander to the table was suggested by her parents to the teaching staff. Bruce's higher skill level is reflective in the skills that were chosen for him. He will be learning to pay for store items, as well as for his bus fare, and will be making choices for personal items when he is out shopping. When Bruce leaves Oak Hill, he will be living in an area that will require his use of public bus transportation. So it is important that he learn as much as possible while still in the educational environment.

The Skill examples represent diverse areas, therefore, it is essential that the Transdisciplinary Team be equipped with data on each student's current skill level so that appropriate additional areas can be targeted. On occasion, the Team may suggest a new skill to be learned only to discover that the student may already be able to do it once he/she is asked to perform it. A good question to ask in addition is, "Can this skill be taught within a year?" If not, perhaps rethinking has to be done in order to target a more achievable objective at this time. Appropriate task analysis is critical. ***(Refer to Instructional Components chapter for additional information in this area.)***

CHART B: SAMPLE ECOLOGICAL (Domestic)

(STUDENT: KATRINA)

DOMAIN: DOMESTIC	STUDENT: KATRINA	DATE: 5/5/86	UNIT: Primary/Intermed
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1 POTTER HALL CLASSROOM	A Table	1A Getting a snack	1 Walk from prone stander to table
		2A	2
	B	1B	3
		2B	4
			5
			6
			7
			8
2 RUSSELL HALL DORM (1st Floor)	A Bedroom	1A Dressing	1 Pull shirt to waist
		2A	2 Pull socks over heel
	B Bathroom	1B Bathing	3
		2B	4
			5 Apply soap to washcloth
			6 Wash arms
			7
			8
3	A	1A	1
		2A	2
	B	1B	3
		2B	4
			5
			6
			7
			8
4	A	1A	1
		2A	2
	B	1B	3
		2B	4
			5
			6
			7
			8

EFL:dr
10/85

CHART C: SAMPLE ECOLOGICAL (Vocational)

(STUDENT: VIVIAN)

DOMAIN: VOCATIONAL	STUDENT: VIVIAN	DATE: 5/5/86	UNIT: SECONDARY
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1 MAIN BUILDING -	A Kitchen in basement	1A Washing dishes	1 Putting dishes in basin
		2A Drying dishes	2 Wiping dishes w/wet cloth 3 Wiping dishes w/dry cloth
	B Laundry Room	1B Wash/Dry Clothes	4 5 Turning dials on machine
		2B Folding Clothes	6 7 Folding clothes 8 Purposeful placest of clothe
2	A Workroom	1A Copying	1 Appropriate behav displayed
		2A Mail Processing	2 Push button on machine 3 Envelope stuffing
	B	1B Floor Cleaning	4 Labeling 5 Sweeping
		2B	6 Vacuuming 7 8
3	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8
4	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8

EFL:dr
10/85

CHART D: SAMPLE ECOLOGICAL (Community)

(STUDENT: BRUCE)

DOMAIN: COMMUNITY	STUDENT: BRUCE	DATE: 5/5/86	UNIT: Secondary
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1 Downtown	A Store	1A Shopping	1 Choose personal items 2 Pay for item 3 4
		2A	
	B Library	1B Use library	5 Choose item (book/rec) 6 Check out item 7 8
		2B	
2 Public Transportation	A Bus	1A Riding the bus	1 Paying the fare 2 Locating an empty seat 3 4 5 6 7 8
		2A	
	B	1B	
		2B	
3	A	1A	1 2 3 4 5 6 7 8
		2A	
	B	1B	
		2B	
4	A	1A	1 2 3 4 5 6 7 8
		2A	
	B	1B	
		2B	

EFL:dr
10/85

IV. TARGETING PRIORITY PROGRAMS

After the ecological inventory is completed by the Transdisciplinary Team, at least one skill per domain is targeted as a priority program. Basically, targeting priority programs gives the classroom teacher a point of reference for starting to implement his/her programs. Priority programs will be the first to be written and implemented, with data collected. These are also used when preparing the annual I.E.P. objectives.

Priority skill programs represent what the Transdisciplinary Team feels, after reviewing all the data, to be the most important skill for the student to learn in each of the domains. This does not mean that the remaining outlined skills will not be worked on. Rather, these remaining skills will eventually be written into Instructional Programs and will systematically be introduced into the student's educational day. Priority Programs are starting points...not endings. When the classroom teacher or therapist writes an Instructional Program for a student, the priority skills are used as the basis for the writing of the objective.

STOP !! *...Are you confused ?*

(If you have any questions at this time, please talk to your school's Assistant Director BEFORE YOU CONTINUE READING.)

Finally, a couple of often asked questions, just to be sure you're on top of all the details . . . . . Then, turn the page FOR YOUR TEST !!!

Question: *Where is the ecological inventory filed after it is completed?*

Answer: *The Inventories are placed in the student notebooks in the Assessment Section.*

Question: *For what purpose is the ecological used during the year?*

Answer: *The ecological inventory is used as the basis for a student's IEP and as a reference for further program writing.*

Question: *How and when can an ecological inventory be updated?*

Answer: *It can be updated as often as necessary, provided that there is data to substantiate the need for a change. The teacher can submit this as a Transdisciplinary agenda item for her/his monthly meeting.*

V. YOUR QUIZ ! (WHAT HAVE YOU LEARNED ?)

A true test of how well you understood the previous pages, is to try your hand at some questions - - - so, find your pencil.....and GO FOR IT !

A. The attached sample Ecological Inventory is written incorrectly. See if you can find the errors and circle them. Then take a blank ecological inventory form and rewrite it correctly. *(You can find a blank one following the incorrect one.)*

B. Writing ecological inventories becomes easier with practice so now it's time to do a little practicing! Please target a student with whom you are familar, and try writing one ecological inventory for either the community, vocational, or domestic domain. If you would like to write more than one, please feel free to do so! When you have completed your inventory, please show it to your Assistant Director for approval. Good Luck ! *(There should be another blank form following this page.)*

INCORRECT ECOLOGICAL INVENTORY

DOMAIN: EATING	STUDENT: Susan	DATE: 6/6/86	UNIT: Primary
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1 Russell Hall Dining Room	A Dinner	1A Choosing Food	1 Food recognition 2 Meat and Vegetables
		2A	3
	B	1B Fine Motor	4 5 Grasping utensils
		2B Waiting	6 7 Coming on elevator 8 Dessert/clean-up
2	A	1A	1
		2A	2 3
	B	1B	4 5
		2B	6 7 8
3	A	1A	1
		2A	2 3
	B	1B	4 5
		2B	6 7 8
4	A	1A	1
		2A	2 3
	B	1B	4 5
		2B	6 7 8

EFL:dr
10/85

DOMAIN:	STUDENT:	DATE:	UNIT:
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8
2	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8
3	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8
4	A	1A	1 2
		2A	3 4
	B	1B	5 6
		2B	7 8

EFL:dr
10/85

DOMAIN:	STUDENT:	DATE:	UNIT:
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1	A	1A	1
			2
		2A	3
			4
	B	1B	5
			6
		2B	7
			8
2	A	1A	1
			2
		2A	3
			4
	B	1B	5
			6
		2B	7
			8
3	A	1A	1
			2
		2A	3
			4
	B	1B	5
			6
		2B	7
			8
4	A	1A	1
			2
		2A	3
			4
	B	1B	5
			6
		2B	7
			8

EFL:dr
10/85

STANDARD OPERATING PROCEDURES (SOPs)

Karen Knudsen

Teaching teams focus on student progress. Maximum time and energy can be reserved for teaching with effective systems in place. A complete description of standard systems for record keeping, communication and scheduling are included. This chapter will assist you in:

LEARNING "HOW TO" . . .

- **Design learning environments (classroom dormitories, etc.)**
- **Organize Student Information (Student Notebooks)**
- **Create a COMPLETE monthly calendar**
- **Develop a system for effective communication with teaching assistants, parents, supervisors, therapists.**
- **Reinforce general Good Practices**
- **Schedule Community Experiences**
- **Develop Master and Daily Schedules**
- **Set up an effective method of updating staff about daily "happenings"**

I. CLASSROOM DESIGN

Organization and creativity are necessary to insure optimal learning experiences for students. The actual classroom exists, yet the concept of "classroom" must be expanded to include all domains, i.e., places where learning will occur. The natural learning environments may include:

1. **Student bedroom**
2. **A stairway or elevator**
3. **Restrooms or private diapering areas**
4. **Dining room**
5. **Small group work areas within a classroom or located at a vocational training work site**
6. **Leisure areas (on or off-campus)**
7. **Gym, playground or swimming pool**
8. **Community Locations (restaurants, grocery stores, post office, beauty salons, department stores, movie theaters, as well as community based job sites)**

These examples of potential, natural learning environments are utilized to teach <u>functional</u> skills and activities for ALL students.

NO ONE EVER SAID IT'S EASY. . .

<u>DON'T STOP</u> !

ORGANIZATIONAL SKILLS
<u>CAN</u> BE LEARNED.

Instruction will take place across the domestic, community and vocational domains in a variety of school and non-school settings. The classroom itself should be arranged into learning areas. These areas can reflect domains rather than skills. For example, it may be appropriate to have an eating area in the classroom where students will simultaneously work on self-help, communication, motor and other skills in a functional context. It is not appropriate to have areas of the classroom where students work exclusively on self-help, motor and communication skills. This isolates the skill from the natural context where it occurs. Wherever possible, it is preferable to use natural learning areas in school or community settings rather than to create artificial environments in the classroom. Instruction in natural settings will be more meaningful for students. In addition, in the OHS program, instruction will be delivered by teachers, teaching assistants and related service professionals in a variety of environments. Therefore, standard program information must be posted and accessible to all teaching team members.

II. STUDENT NOTEBOOKS

Student information is organized within three-ring binders. Each individual STUDENT NOTEBOOK contains all current information related to the student's educational program. Notebooks must be clearly labelled with each student's name. Post the heading Student Notebooks on your bulletin board, and on a sheet of paper describe the location of these notebooks within your classroom. Should you store notebooks in an enclosed cabinet/file, be sure there is a clear communication for all as to their location. (Floaters, parents, supervisors may need to review them.)

Student information is divided into eight specific sections within each book. Information must be current and sections are updated on an ongoing basis. It is helpful to date all forms once they are completed. The following Student Notebook Summary Sheet lists the specific contents of the binder.

STUDENT NOTEBOOK CONTENTS

A. GENERAL INFORMATION

1. Form A - General Information Sheet
2. Good Behavior Sheet

B. CURRENT IEP/ASSESSMENTS

1. Current P.P.T: Planning and Placement Team Report - (yearly)
2. Current Progress Report: (written on a quarterly basis)
3. Current Assessment: TARC, Camelot (yearly), other
4. Current Ecological Inventory: (re-written each year)
5. Individual Therapy REPORTS: Physical Therapy, Occupational Therapy, Speech/Language

C. SCHEDULES

1. Copy of Class MASTER Schedule.
2. Written on a separate sheet, the location of Class Daily/Trainer Schedules.

D. MEDICAL INFORMATION

1. Medical Information Form

E. INSTRUCTIONAL PROGRAMS

1. Instructional Plans: one, Instructional Program Planning cover sheet for each activity you are training/implementing.
2. An in-service training seminar form to document staff training for EACH documented instructional plan.

F. GRAPHS/DATA

Graphs which represent current raw data on each instructional plan which is being implemented. Raw data must be graphed at least once a month.

G. COMMUNICATION

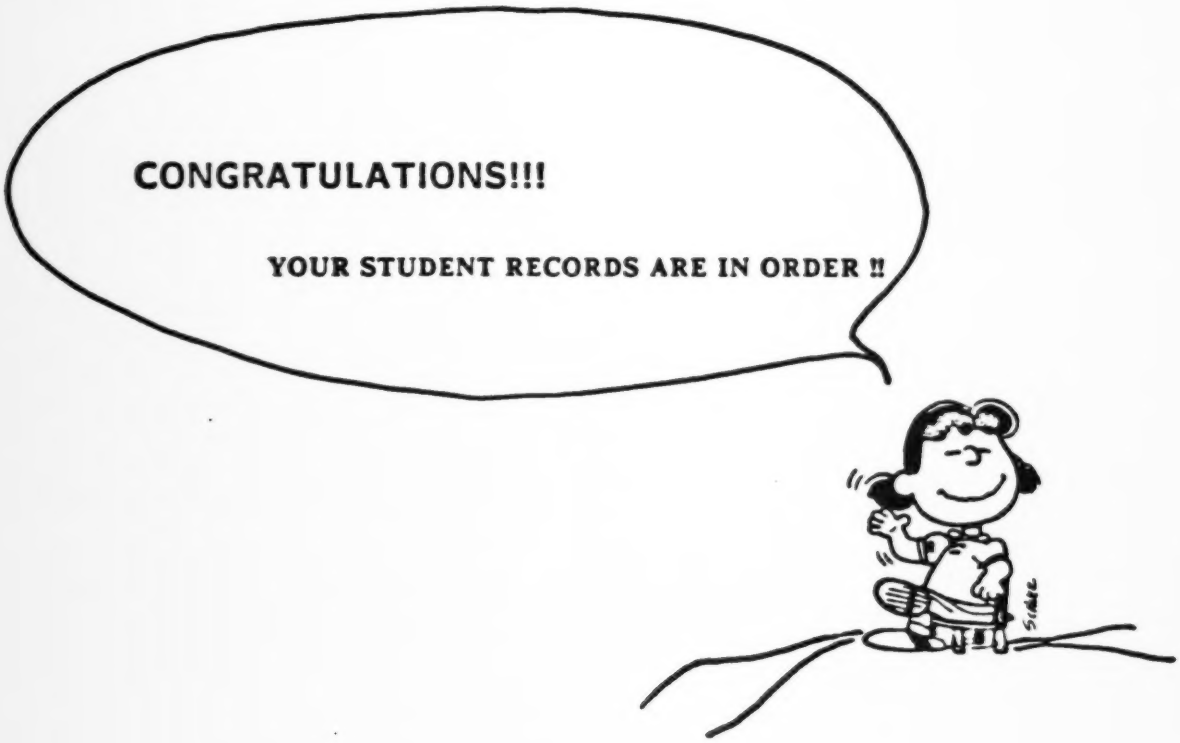
The Instructional Program Notes Form is used to log/document All Parent (community) communication: phone calls, notes, visits, etc.

H. THERAPY NOTES

Therapists use this section to write notes and to write out specific recommendations for each student. The teaching team must read these notes daily and implement recommendations as needed.

STOP!

Collect necessary forms for each of the eight sections so that you can begin completing your Student Notebooks . . . . or review current Notebook to be sure the book is complete.



III. CLASSROOM CALENDAR

It is necessary to prepare for scheduled meetings and for student appointments which are non-routine. In order to plan well and in advance, it is advisable to record these items each month:

Student medical and dental appointments

Monthly Professional Staff Meetings

Daily Teacher Planning Periods (8:00-9:00 a.m., or 2:30-3:00 p.m.)

Transdisciplinary Team Meeting

Monthly Teaching Assistant Meetings

Program Review Meetings (PRC)

Weekly classroom teaching team meetings

Student P.P.T. meetings

Birthdays and vacations (Fun is allowed!)

Dates students will be going to their homes

IV. COMMUNICATION SYSTEMS

Teachers synthesize information received from all members of the teaching team. Systems have been devised to effectively give and receive critical information to all individuals who are involved with each student.

Parents

All contact with parents, family and others in the community are recorded in the Communication Section of a student's notebook. Contacts include phone calls, visits and letters or notes. Teaching team members will be informed about parent plans, ideas and concerns. Teachers are encouraged to contact parents weekly if at all possible. Parent log books are used whenever students go home. Teachers include important information related to educational progress, health and current events.

Parents generally share information about weekend family outings as well as ideas, questions and concerns. Parents are encouraged to visit and observe programming. They contribute suggested long term goals for students at yearly P.P.T. meetings. Formal progress reports are sent to all parents on a quarterly basis.

Teaching Assistants

Teaching assistants (ATs) have the important responsibility of implementing much of the DIRECT instructional programs for students under the supervision of the classroom teacher/therapist or instructor. Oak Hill is a residential school. Therefore, three shifts of staff must communicate on an ongoing basis.

1. Weekly classroom teaching team meetings must be scheduled for teaching assistants who work with students on the first and second shifts. It is recommended that a heading be posted within each classroom labelled, CLASSROOM COMMUNICATION. A folder for staff or a folder for each teaching assistant can be located here. Teaching Assistants are encouraged to contribute to the Agenda for weekly team meetings by putting topics, ideas, questions, and concerns in writing and placing them in the folder prior to each meeting. The weekly agenda and the minutes of these meetings should be distributed to all teaching assistants with copies sent to the Director/Assistant Director within each school.

2. In addition to weekly team meetings, it is standard operating procedure to use a method of communication known as the Shift-to-Shift Communication Book. This contains daily information recorded by all three shifts. It is often located in the dorm/bedroom area. Check the FORM section for further information on this Notebook.

Related Service Professionals

The last section of each student notebook is used by therapists and specialists to record specific program recommendations and changes. The teaching team members must read these notes daily. Individual therapy reports, which describe basic therapeutic information, is located in the Assessment section of each student notebook. Related Service Professionals participate at P.P.T. meetings and on a weekly basis with each classroom team.

V. GOOD PRACTICE BOARD

It is recommended that this heading (GOOD PRACTICE BOARD) be posted within each classroom. Items which may appear here include:

- Student Positioning Information
- Medication changes if applicable (dated)
- Correct Safety Procedures
- Reminders regarding Adaptive Equipment
- Communication guidelines

Items vary greatly depending upon the specific needs of students within each individual class group.

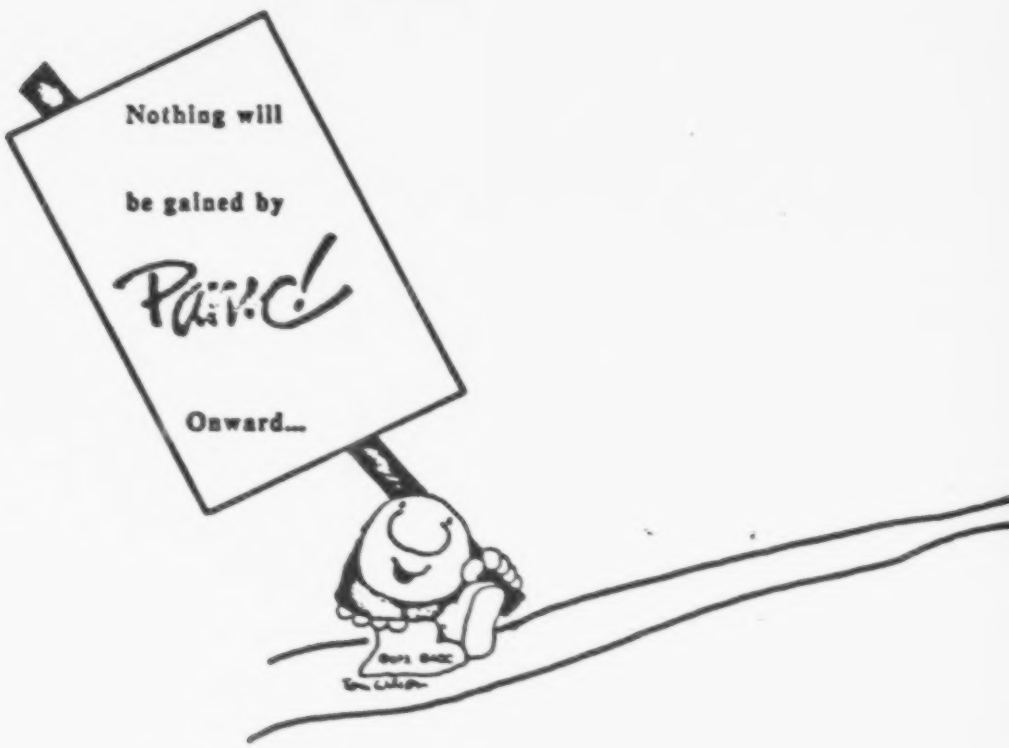
VI. COMMUNITY TRIPS

It is necessary for teachers to schedule Community Trips on a weekly basis. High school aged students may spend most of the day in non-school settings. Elementary aged students must have the opportunity to participate in a variety of community environments in order to increase generalization. Skill training can be taught in stores, libraries, restaurants, parks, hair salons, etc.

It is especially important to consider "natural proportions" when scheduling Community Trips, i.e., one or two students with a teaching team member rather than a large group, will better facilitate integration into community settings. Individual attention can also be better provided with smaller groups. Post the heading "Community Trips" within your classroom. Indicate the date and time of the trip, location and which students will be going. Arrange necessary transportation in advance. Share information about community experiences with parents and all teaching team members. Photographs, pictures, menus, etc. can also be posted and used prior to outings to reinforce the learning experience. These activities are a part of the educational process, not "icing on the cake" !

STOP !

Re-read Chapter I on Educational Philosophy and the Principles of Normalization. Review Mary Falvey's book if you have not already done so. This information will help set the framework for constructing your Schedules.



VI. SCHEDULES

Master Schedule

A Master Schedule is designed to follow the normal rhythms of the day. Focus on Domestic, Vocational, Community and Leisure environments. Schedule functional, age appropriate activities at the time of day they generally occur for a student's non-handicapped peer as your guide. The Master Schedule will be individualized to reflect student needs. The schedule will include times and activities from 7:00 a.m. until a student goes to bed at night.

The greatest challenge in designing your schedule may be deciding how best to divide students in your class into small groups of two or three. You must also decide how to assign trainers to these small groups and how often the trainers should rotate. It is helpful to speak with teaching assistants. They can give you helpful insights. Some teachers have discovered that trainers can remain with the same small group for an entire week. It is also effective to rotate trainers on a daily basis. "Different strokes for different folks."
Refer to the examples of Master Schedules that follow.

Trainer Schedules

Individual Trainer Schedules are based on your Master Schedule. A Trainer Schedule is followed by each teacher or teaching assistant. Trainer Schedules are designed to reflect specific detailed information concerning each student within a trainer's small group. Prioritized Instructional Programs must be marked with an asterisk to alert the trainer that data needs to be recorded on a given program.

The intent of these schedules is to let each trainer know exactly what they must do; exactly when they must be in a certain domain. Most importantly, the schedule provides each trainer with specific information on what functional activities they will teach and some individual recommendations for each student. It is helpful to attach Instructional Plans and Data Collection sheets to each Trainer Schedule. Use of clipboards or folders is recommended to transport this information from place to place. Whatever works — use it !
Refer to the previous examples. Trainers' schedules are a challenge! Help is available.

MASTER SCHEDULE

FORM 2-A
UNIT 2 - D

58

DAY: MONDAY
TEACHER: ANNE M. BENINGHOF

INSTRUCTOR: CLAUDETTE TRACEY

TIME	SKILL/LOCATION	TRAINER 01	TRAINER02	TRAINER 03	TRAINER 04 **
7:00 - 8:15	2ND FLOOR MAIN WAKE UP, TOILETING SOME DRESSING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
8:15- 9:15	TRANSPORT TO MAIN DINING ROOM. SET TABLES, SERVE FOOD EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
9:15 - 11:15	TRANSPORT TO 2ND FLOOR MAIN. TOILETING, WASHING, DRESSING, TOOTHBRUSHING, GROOMING, BEDMAKING, LAUNDRY	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB SHELLIE'S LAUNDRY DAY	LISA + MEGAN P.T. FOR LISA 9:30 -10:00
	10:15 WORKSHOP, 2ND FLOOR MAIN, + TOILET OR LANGUAGE ACTIVITIES IN CLASSROOM, 2ND FLOOR POTTER, TOILET	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB TO CLASSROOM	LISA + MEGAN TO CLASSROOM LISA 11:00- 11:30 COMPUTER ROOM
11:15 - 11:45	TRANSPORT TO 2ND FLOOR POTTER LUNCHROOM	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
11:45 - 1:00	SET TABLES, SERVE FOOD, EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
1:00 - 1:30	TOILETING + TOOTHBRUSHING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
1:30 - 3:00	LAUNDRY FOLDING POSITIONING + GROSS MOTOR EXERCISES FILL OUT LOGS	SEAN + JAMES	VIVIAN + KASEY PLEASE COVER WHILE TRAINERS ARE ON BREAK	SHELLIE + BOB	LISA + MEGAN

** IF ONLY 3 TRAINERS, THEN, -TRAINER 01 JAMES, SEAN, VIV

-TRAINER 02 KASEY, SHELLIE, BOB

-TRAINER 03 MEGAN, LISA

FORM 2-A
UNIT 2 - D

59 TUESDAY

TEACHER: ANNE M. BENINGHOF INSTRUCTOR: CLAUDETTE TRACEY

TIME	SKILL/LOCATION	TRAINER #1	TRAINER#2	TRAINER #3	TRAINER #4 **
7:00 - 8:15	2ND FLOOR MAIN WAKE UP, TOILETING SOME DRESSING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
8:15- 9:15	TRANSPORT TO MAIN DINING ROOM. SET TABLES, SERVE FOOD EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
9:15 - 11:15	TRANSPORT TO 2ND FLOOR MAIN. TOILET WASHING, DRESSING, TOOTHBRUSHING, GROOMING, BEDMAKING, LAUNDRY	SEAN + JAMES	VIVIAN + KASEY VIV'S LAUNDRY DAY KASEY- P.T. 11:00	SHELLIE + BOB	LISA + MEGAN
	COMMUNITY TRIP OR LANGUAGE ACTIVITIES IN CLASSROOM, 2ND FLOOR POTTER	CHECK DAILY SCHEDULE FOR WHICH STUDENTS GO ON COMMUNITY TRIP			
11:15 - 11:45	TRANSPORT TO 2ND FLOOR POTTER LUNCHROOM	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
11:45 - 1:00	SET TABLES, SERVE FOOD, EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
1:00 - 1:30	TOILETING + TOOTHBRUSHING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
1:30 - 3:00	1:30 - 2:00 LAUNDRY 2:00 - 2:30 STAFF MEETING 2:30 - 3:00 GROSS MOTOR + POSITIONING, FILL OUT LOGS	SEAN + JAMES	VIVIAN + KASEY PLEASE COVER WHILE TRAINERS ARE ON BREAK	SHELLIE + BOB	LISA + MEGAN

** IF ONLY 3 TRAINERS, THEN,

-TRAINER #1 JAMES, SEAN, VIV

-TRAINER #2 KASEY, SHELLIE, BOB

-TRAINER #3 MEGAN, LISA

DAY: WEDNESDAY
TEACHER: ANNE M. BENINGHOF INSTRUCTOR: CLAUDETTE TRACEY

TIME	SKILL/LOCATION	TRAINER #1	TRAINER#2	TRAINER #3	TRAINER #4 **
7:00 - 8:15	2ND FLOOR MAIN WAKE UP, TOILETING SOME DRESSING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
8:15- 9:15	TRANSPORT TO MAIN DINING ROOM. SET TABLES, SERVE FOOD EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
9:15 - 11:15	TRANSPORT TO 2ND FLOOR MAIN. TOILETING, WASHING, DRESSING, TOOTHBRUSHING, GROOMING, BEDMAKING, LAUNDRY	SEAN + JAMES SEAN - P.T. 9:30-10:30	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN MEGAN'S LAUNDRY DAY
	10:15 WORKSHOP, 2ND FLOOR MAIN, + TOILET OR LANGUAGE ACTIVITIES IN CLASSROOM, 2ND FLOOR POTTER, TOILET	SEAN + JAMES TO CLASSROOM	VIVIAN + KASEY TO CLASSROOM	SHELLIE + BOB	LISA + MEGAN LISA - P.T. 10:30-11:00
11:15 - 11:45	TRANSPORT TO 2ND FLOOR POTTER LUNCHROOM	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
11:45 - 1:00	SET TABLES, SERVE FOOD, EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
1:00 - 1:30	TOILETING + TOOTHBRUSHING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
1:30 - 3:00	LAUNDRY FOLDING POSITIONING + GROSS MOTOR EXERCISES FILL OUT LOGS	SEAN + JAMES	VIVIAN + KASEY PLEASE COVER WHILE TRAINERS ARE ON BREAK	SHELLIE + BOB	LISA + MEGAN

** IF ONLY 3 TRAINERS, THEN,
-TRAINER #1 JAMES, SEAN, VIV
-TRAINER #2 KASEY, SHELLIE, BOB
-TRAINER #3 MEGAN, LISA

FORM 2-A
UNIT 2 - B

61. THURSDAY
TEACHER: ANNE M. BENINGHOF INSTRUCTOR: CLAUDETTE TRACEY

TIME	SKILL/LOCATION	TRAINER 01	TRAINER02	TRAINER 03	TRAINER 04 **
7:00 - 8:15	2ND FLOOR MAIN WAKE UP, TOILETING SOME DRESSING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
8:15- 9:15	TRANSPORT TO MAIN DINING ROOM. SET TABLES, SERVE FOOD EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
9:15 - 11:15	TRANSPORT TO 2ND FLOOR MAIN. TOILET, DRESSING, WASHING, TOOTHBRUSHING, GROOMING, BEDMAKING LAUNDRY	SEAN + JAMES JAMES' LAUNDRY DAY	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
	COMMUNITY TRIP OR LANGUAGE ACTIVITIES IN CLASSROOM. 2ND FLOOR POTTER	CHECK DAILY SCHEDULE FOR WHICH STUDENTS GO ON COMMUNITY TRIP			
11:15 - 11:45	TRANSPORT TO 2ND FLOOR POTTER LUNCH-ROOM	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
11:45 - 1:00	SET TABLES, SERVE FOOD, EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
1:00 - 1:30	TOILETING + TOOTHBRUSHING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
1:30 - 3:00	LAUNDRY FOLDING POSITIONING + GROSS MOTOR EXERCISES FILL OUT LOGS	SEAN + JAMES	VIVIAN + KASEY PLEASE COVER WHILE TRAINERS ARE ON BREAK	SHELLIE + BOB	LISA + MEGAN

** IF ONLY 3 TRAINERS, THEN, -TRAINER 01 JAMES, SEAN, VIV
-TRAINER 02 KASEY, SHELLIE, BOB
-TRAINER 03 MEGAN, LISA

DAY: FRIDAY
TEACHER: ANNE M. BENINGHOF INSTRUCTOR: CLAUDETTE TRACEY

TIME	SKILL/LOCATION	TRAINER 01	TRAINER02	TRAINER 03	TRAINER 04 **
7:00 - 8:15	2ND FLOOR MAIN WAKE UP, TOILETING SOME DRESSING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
8:15- 9:15	TRANSPORT TO MAIN DINING ROOM. SET TABLES, SERVE FOOD EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
9:15 - 11:15	VAN TO POOL FOR SWIMMING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
	OR	JAMES - P.T. 10:00-10:30	KASEY'S LAUNDRY DAY		
	TRANSPORT TO 2ND FLOOR MAIN. TOILET, DRESSING, WASHING, TOOTHBRUSHING, GROOMING, BEDMAKING LAUNDRY	CHECK DAILY SCHEDULE	KASEY- P.T. 9:30 - 10:00 FOR WHICH STUDENTS	GO SWIMMING	
	LANGUAGE ACTIVITIES IN CLASSROOM, 2ND FLOOR POTTER				
11:15 - 11:45	TRANSPORT TO 2ND FLOOR POTTER LUNCH-ROOM	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
11:45 - 1:00	SET TABLES, SERVE FOOD, EAT, CLEAN UP	SEAN + VIVIAN	JAMES + KASEY	SHELLIE + BOB	LISA + MEGAN
1:00 - 1:30	TOILETING + TOOTHBRUSHING	SEAN + JAMES	VIVIAN + KASEY	SHELLIE + BOB	LISA + MEGAN
1:30 - 3:00	LAUNDRY FOLDING POSITIONING + GROSS MOTOR EXERCISES FILL OUT LOGS	SEAN + JAMES	VIVIAN + KASEY PLEASE COVER WHILE TRAINERS ARE ON BREAK	SHELLIE + BOB	LISA + MEGAN

** IF ONLY 3 TRAINERS, THEN,

-TRAINER 01 JAMES, SEAN, VIV

-TRAINER 02 KASEY, SHELLIE, BOB

-TRAINER 03 MEGAN, LISA

There are two methods used to update and change Trainer Schedules on a daily basis:

1. **Write in routine information for each time period. Leave the time periods blank when the activities are subject to daily changes. Xerox copies of each schedule for each day of the week. Fill in blank areas to reflect the activity in a given time period (or alternate activity).**

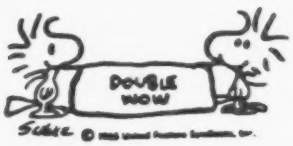
   Fill in non-routine appointments which may alter the schedule. Each Trainer Schedule (each class will generally need 3 or 4, dependent on the number of Teaching Assistants and small groups of students) should be filled in by the Teacher or Instructor in advance for each day.

2. **Design each of three or four Trainer Schedules, recording domains and activities at each time period for students with each small group. Once you have developed these three or four unique schedules, use them as they are written, with no alterations. Copy each schedule so that you have (5) five copies available of each one. Use a separate form, labelled Daily Schedule, to indicate all changes for each standard Trainer Schedule. For example, on your Standard Trainer Schedule for Trainer I it may read, "12:00 noon - 1:00 p.m. Proceed to Dining Room for lunch with two students in group." *(Additional specifics for mealtime skills would be written in for each student).* Your Daily Schedule may indicate: "Trainer I: 12:00 noon - 1:00 p.m. Pick-up van, take group to Park for picnic."**

The same daily changes are reflected using either method.

"A word to the wise... design alternative groupings should you have one less Trainer on a given day."

Supervisors and peers are your best resources to assist with this task! These schedules may appear complicated at first. Work it through several times with someone else — two heads ARE better than ONE !



VIII. PERSONALIZATION OF THE ENVIRONMENT

The Principle of Normalization includes making available to students with handicaps patterns and conditions of every day life which are as close to the norms and patterns of the mainstream of society. While in the process of moving toward community based educational and living situations, we must do all we can to insure student rights in our present residential school setting. Therefore, this section of SOP is a part of the total educational philosophy.

Student bedrooms must reflect the same living conditions you want for yourself or your children. These rooms must be clean and personalized, dependent on the preferences and the chronological age of the resident. Curtains and window shades must be in place to insure privacy. Individuals should be given the opportunity to choose bedspreads or comforters and these should be well maintained. Bedrooms for young elementary school aged children should contain toys and books, as well as pictures on walls. Photographs of family and friends can be displayed on dresser tops or on Bulletin Boards. Be creative !

Adolescents and older individuals may have large posters on walls which they have had the opportunity to choose. Radios and record players, T.V.s as well as popular magazines and games should be available during leisure or private time in the evening after work or school. If you don't know what's "in", talk to a non-handicapped teenager or visit a high school. This age group is often difficult to decorate for because of staff inexperience with this age range.

Personalization must be accomplished with as much family and student input as possible. Insure that each student has his/her own grooming supplies. Closets/dressers should contain individual possessions and clothing. Try your best to maintain those individual closets/drawers with a minimum amount of labelling. This is not "camp" or "the Army" !

IX. HELPFUL HINTS

Key SOPs

The following MUST be found easily in your classroom (SOP). (Indicate on bulletin board or BE SURE there is a message somewhere where these can be found.)

---

1. SCHEDULES

a. Master Schedule

b. Trainer Schedule

c. Daily Schedule (or notation re use)

d. Staff Break Schedule

---

2. STUDENT NOTEBOOKS

Label location or describe location in your classroom where they are located.

---

3. PRIORITIZED PROGRAMS

a. For younger students these can be posted.

b. For older students, keep in Notebooks.

c. Be sure to asterisk (*) prioritized programs.

---

4. COMMUNITY TRIPS

List location, date, students, staff involved.

Post pictures, memos, photos when applicable.

These additional SOPs are STRONGLY RECOMMENDED to be found also in your classroom in some form:

5. GOOD PRACTICE BOARD	**General Best Practices that are helpful reminders for staff for each classroom.**
6. CLASS COMMUNICATION SYSTEM	**Some type of class Communication folder board where agenda items, suggestions can be contributed for team meetings.**
7. CALENDAR	**Listing of meetings, appointments, birthdays, vacations.**

Quick-Check System

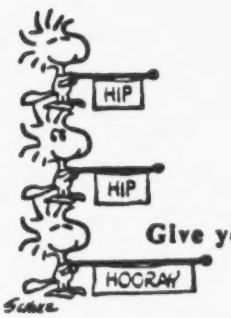
This idea may be the key to the success of all preceding Standard and Recommended practices! It is wonderful that you have posted and recorded every bit of information. How can you insure that all teaching team members READ items and updates DAILY? Good Question !

USE THIS SHORT, SIMPLE METHOD....

Simply, list the following items at the top of your Trainer Schedules:

1. **Review Trainer Schedule or Daily Schedule for changes.** _____
2. **Read current page of Shift-to-Shift Communication Book.** _____
3. **Review Good Practice Board for Medication Changes and Behavioral Program Changes.** _____
4. **Check Communication Section of Notebooks and Parent Log Books.** _____
5. **Check the Classroom Calendar and Community Trips Board for updated information.** _____

Each teaching team member must check each item as they read and initial it. Teaching Assistants can take turns reading these items. Once initialed, staff are accountable for knowing information. Reinforce staff efforts to make this Quick-Check a routine habit. Remind team members weekly at your team meetings. Include any other sources of information which need to be checked in order for your class to run smoothly.



GUESS WHAT?

Give yourself a hand for designing and implementing these S.O.P.'s

You deserve it!

Prerequisite Readings:

Foxx, R.M. Chapters 1,6,7: Behavioral Objectives, Shaping, Prompting and Fading. In R.M. Foxx, (1984) Increasing Behaviors of Severely Retarded and Autistic Persons (pp. 1-8;71-78;81-92). Champaign, ILL: Research Press.

INSTRUCTIONAL COMPONENTS

Penny DeFrino

I. WRITING FUNCTIONAL OBJECTIVES

"Here are all the ingredients. Make it!"

If you were standing in front of a kitchen counter, with many mysterious ingredients assembled in front of you, and were only given the direction, "make it!", what would you do? You might (or might not) come up with something, but was that the direction? Have you come up with something that is edible and worth your effort? If not, what's the problem?

As a teacher of students having various handicaps, it is vital that the objectives you indicate for students, which are transferred to Instructional Program Planning Cover Sheets, clearly indicate the expected outcome. This assumes that an assessment (formal and informal) has been completed for each student beforehand so that objectives are appropriate for the individual learner. In addition, as stated in the prerequisite readings, you must also delineate under what conditions the expected behavior will occur and the criteria by which you will judge whether the stated behavior has been truly learned. This is the tried and true recipe for success when writing a behavioral objective.

At Oak Hill School, the philosophy is based on the basic assumption that everyone is capable of learning. Some students may be more involved than others, due to physical, behavioral and/or cognitive difficulties, thereby making it difficult for them to learn and later complete a task independently. Students in this situation would be expected to partially participate in an activity. It may be necessary for a staff person to provide some assistance, by physically guiding a student's hand, arm or leg to aid the student with the task at hand. Staff should carefully assess what level of assitance is needed so that the greatest amount of student participation is possible. A student can become "prompt dependent". Our own sense of accomplishment is obvious and memorable when we've finally learned how to do something independently. The same holds true for a student with severe disabilities.

When transdisciplinary team members meet to develop an ecological inventory, the mission is two-fold. First, the object is to list skills that the student cannot presently do and will accomplish within the next year. Additionally, skills are listed in each of the three separate domains (community, vocational and domestic). These are age-appropriate and oriented to developing functional abilities that will prepare students to live and work in the community as contributing citizens.

Keep these questions in mind when beginning to determine skills and programs:

1. **Will someone have to do it for him or her if the student is unable to accomplish it independently?**

2. **Will learning this skill help him/her to be more like non-handicapped peers?**

3. **Will learning this skill increase independence in the community and/or vocational activity?**

4. **Will non-handicapped peers be more likely to interact with him/her if this skill is learned?**

5. **Does he/she need this skill now or in the future?**

The five items listed above define the criteria for defining a functional skill. Mary Falvey indicates that functional skills are *"skills in the student's repertoire that allows him/her to participate in a wide variety of integrated environments"*. Our emphasis as educators is to plan activities that prepare students so they can dress or prepare food as independently as possible; have alternatives in their use of leisure time; or be able to complete jobs that make the work portion of their lives meaningful. When these skills have been determined and priority programs chosen, the next step is to complete an Instructional Program Planning Cover Sheet, which leads us back to the point at which we started. . .

"Here are all the ingredients. Make it!"

A <u>behavioral</u> <u>objective</u> states a specific, observable and functional skill a student will be taught.

(You may see, at times, an objective that lists more than one behavior, but it is part of one process, i.e., all the steps between grasping a spoon and ultimately getting the food to your mouth in order to eat a meal.)

A behavioral objective has three components:

1. <u>Condition under which a behavior will be exhibited</u>.
   This helps staff know how to set-up the environment to complete the objective.
   (Examples: "When presented with. . .", "given the verbal prompt. . .", etc.)

2. <u>A target behavior that's observable</u>.
   You must be able to see/hear a behavior so that it can be evaluated easily, by <u>more</u> <u>than</u> <u>one</u> <u>person</u>. ***(For example: "says, touches, assembles, moves, imitates, walks, puts, etc.")*** **DO NOT use verbs that <u>can't</u> be observed/measured.** ***(For example: "thinks, values, distinguishes, enjoys, imagines, understands, feels, sees, learns, etc.)***

3. Stated criteria which will clearly indicate when a student has attained mastery. This sets a performance level that will indicate when a student has learned a skill under the established conditions. Criteria typically states one of the following: time limits *("within five seconds")*, number of correct trials *("for ten consecutive trials")*, percentage of accuracy *("to 90% accuracy")*, and degree of assistance needed *("with verbal prompts only")*. With time limits, percentages, and degree of assistance needed, the objective should also state the number of (consecutive) days or sessions in which those criteria will be accomplished. Keep in mind that it is easier to measure frequency, since it is more objective. Criteria that relies on percentage or degree of assistance needed is cloudier, and not all staff are clear about its meaning. Be aware of that and provide additional training.

Examples of student objectives for functional skills include:

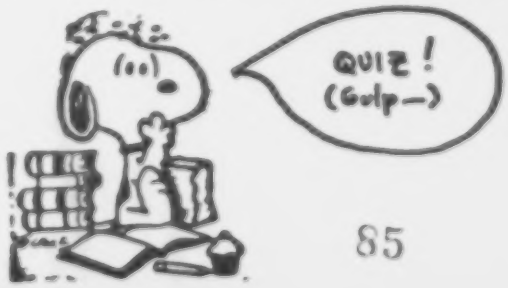
- Given a toothbrush and verbal prompts, J. will brush all areas of her teeth independently for three consecutive date points. *(Domestic domain)*

- Given a regular plate and spoon, J. will successfully scoop once only and bring his spoon to mouth independently, repeating this sequence for eight out of 10 trials for four out of five days. *(Domestic domain)*

- V., when given minimal cues, will operate a copy machine to produce a copy, on 80% of the trials at 3 consecutive times. *(Vocational domain)*

As you can see, teachers have indicated objectives by sometimes defining behavior or a chain of two (or more) behaviors that must be observed before a student can be said to have completely accomplished the objective. With the three students cited in the objectives above, the objectives will take approximately one year to accomplish, with staff going through a hierarchy of prompts to lead the student to increased independence. Programs should always be clearly written to provide consistent teaching techniques so that students will be successful in their priority programs and be able to generalize skills, in a variety of integrated settings.

Now, since you know what there is to know about behavioral objectives. . . . it's time for your Review Quiz!



REVIEW QUIZ: BEHAVIORAL OBJECTIVES

1. The behavioral approach is based on the direct *o*_____ of a student's behavior.

2. A *b*_____ verb describes an observable action and is the first component of a behavioral objective.

3. The second component of a behavioral objective is setting a *c*_____ level of performance.

4. The third component of a behavioral objective is to state the exact *c*_____ or circumstances in which the behavior is to be performed.

5. Criterion levels regarding how the behavior must be performed can specify a *t*_____ limit, a number of *r*_____, a qualitative level of performance, or an *a*_____ level.

6. Understandable, useful behavioral objectives are kept *s*_____ but complete.

7. Meaningful and realistic behavioral objectives are characterized by specifying a behavior (a) that the student doesn't already *p*_____ successfully; (b) that is relevant and useful in the *e*_____ in which the student lives; (c) that would be the next logical, *d*_____step; and (d) that is *a*_____.

So . . . how did you do? Check the next page for the answers.

ANSWERS:

1) observation

2) behavioral

3) criterion

4) conditions

5) time, repetitions, accuracy

6) simple

7) a. perform; b. environment; c. developmental;
d. achievable

"Mama mia" - the end . . .but only of Behavioral Objectives !

Take a breath . . . and go on to TASK ANALYSIS . . . .

II. TASK ANALYSIS

Think about all of the unusual, but wonderful, sights and sounds that caught your attention as an infant. The experience of casually watching your parents use a fork while you ate together at the table, with you practicing and exploring "how to" do it like mom. Or, as a curious child, spending hours opening and closing lids to a variety of jars and objects until you figured out how to open a container, all by yourself. These were everyday, and not unusual, occurences that taught you many things. Things that you saw that other people did rather easily. Things that you eagerly watched, did (maybe it wasn't perfect at the outset), repeated, and at some point, you knew how to do. You might also remember the exhilaration and sense of accomplishment you felt when you were able to do these things. Perhaps you also recall the frustration you felt when you had difficulties doing what you wanted to accomplish.

Imagine another scenario. . . . . When you looked around while lying in a crib, indistinct forms kept moving around "randomly". Sometimes you could see things more clearly than at other times, but it depended on how light or dark it was around you. People or objects were blurred or just not seen. Things "just happened" because, since you couldn't hear or see well, points of reference were non-existent, or at the least, very confusing. You might not have even been aware of your own body...that you had certain body parts that did certain things or that could work together to help you get or have control over what was near to you and impossibly far away. What if you couldn't move, or, if you did, you certainly didn't do what you expected? And what if things never changed as you got older? The world became increasingly more frustrating as it became more complex. Your ability to express your needs and wants, to experience "you", was hampered by a sketchy understanding of how you and the world operate, alone or together.

If things "didn't make sense" due to sensory limitation.....were difficult to do because of physical difficulties.....were confusing to understand or remember because of cognitive processing or memory problems.....or were beyond your reach because of limited communication abilities, the world would have been a very difficult place to learn about and enjoy.

In order for anyone to attain a good and acceptable quality of life, it must be possible to experience, learn and know about you and the myriad of possibilities that surround you. The ability to be independent is what enables all of us to have developed a sense of self-esteem and allows us to be respected by our peers and family. For those students whose experiences have been limited by sensorial and physical handicaps and whose base of knowledge is not complete, it is extremely important that teaching methods be presented systematically and consistently, so that learning can take place.

As has been stated, all students can learn. It is their right to learn. It is our responsibility as educators to guarantee that learning takes place. The curriculum at Oak Hill emphasizes functional, life-long skills that foster the development of the domestic, vocational and community domains so students are able to develop to their maximum potential. While some students will learn how to do some or many things independently, others may be able to participate only partially in the completion of a task.

Systematic instruction that examines the environment, student's learning style, preferred reinforcers and cause or lack of progress, is needed to accommodate the specific needs of students. Observing students is an integral part of systematic teaching. By noticing the interests, strengths and natural abilities of students, we can individualize (as required in P.L. 94-142) programs and plan techniques accordingly. Using informal assessment tools provides us with pertinent information which is useful in determining a teaching strategy. Teachers here use the TARC, Camelot or Callier-Azusa instruments to measure student abilities. Once observations and assessments are completed, a behavioral objective is written, which is then broken down into a Task Analysis, which is written on the Instructional Program Planning Cover Sheet.

So, what is Task Analysis? Should all skill learning be task analyzed? Is there only one method of task analysis? Why is it important?

Mary Falvey indicates that in task analysis, *"each component behavior of the target behavior is identified and the sequence of those behaviors is defined."* Marc Gold has said that *"the analysis of the task should be linked to the student's ability level."* One student may learn how to complete a task in a 10-step process, while another will need the same behavior broken into 20 steps. Falvey specifies that there should be just enough steps in a task analysis to allow for efficient teaching.

In a setting such as Oak Hill's, a student comes into contact with a large number of staff who affect his/her educational program. Students who have intellectual processing difficulties have a greater need for consistent exposure to a systematic presentation of material since their memory skills and deductive reasoning are impaired. If 3-5 people work on developing independence with toileting with 3-5 different methods, learning is jeopardized as a result of staff inconsistency, not student ability. Therefore, each step of a task analysis must be clearly stated so that each staff person is clear about what to do and what is being measured and recorded. Task analysis acts as a guide to a teacher. A task analysis should always be individually developed so that it is tailored to student needs. However, there are many task analyses already written which can be utilized, with additional information added where appropriate. These can be found in the Training Department's library.

Bellamy, Horner and Inman suggest using the following format for a task analysis:

1. Perform the task yourself.

2. Break the task into a logical number of parts based on your own performance.

3 Prompt the student through the task.

4. Reanalyze the task based on student areas of difficulty.

Teaching would then proceed in a (forward) chaining sequence, utilizing prompting and fading techniques until learning is achieved.

If you were to look through a variety of student notebooks which are kept in all classrooms, you will find a combination of task analysis styles. Some are more lengthy than others, with specific information added as needed to clarify processes as well as best teaching practices. Each must be judged on how it meets the needs of individual students. However, all should have enough information so that anyone not familiar with a particular individual could read the various steps and added notes and know what to do. A task analysis should make teaching CLEARER--not more complicated.

At Oak Hill, the method of task analysis emphasizes a forward chaining model, which duplicates a normalized way of proceeding with a task. Staff are encouraged to use a task analysis which moves from verbal prompts to cueing, modeling, partial physical assistance, and finally, a complete physical prompt. For some students who are less capable of performing a particular task, they might have to start with complete physical prompting but over time prompts are faded when various mastery levels are achieved. If student performance warrants a change in the original task analysis (which is determined after carefully examining environmental and reinforcement variables), this can be designated on the Instructional Program Planning Cover Sheet as a different phase. When a student has reached criteria for the stated objective, staff will then work on a generalization plan, which provides for three alternative people, places and materials as part of the teaching plan to ensure that the student has internalized the task sequence. ***(See task analysis examples which follow.)***

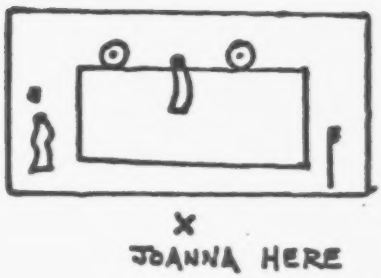
Task Analysis is a useful teaching tool for students who have difficulty learning. It provides a system which includes concrete experience, immediate feedback or redirection and positive reinforcement. There are many references available on task analysis. If you need additional information, PLEASE check them out. The ability to write or edit a task analysis in order to meet the unique needs of students here, is a critical skill. If you need HELP...ASK....There is help available.

Before ending this section, however, try your hand at writing a task analysis below. Here's the pertinent information:

You've injured your dominant arm in a skiing accident and it's in a cast. You've got to wash the kitchen floor today...absolutely...company is coming tomorrow. There's no one to help you. List the steps necessary for this grueling, one-handed task. Oh, it's 11 p.m. and the power just went out, and you can't find the candles! So you must do it completely in the dark. Where do you start ? Good luck!

TASK ANALYSIS EXAMPLE: A

Set-Up:



PROMPT JOHANNA TO:

1. Turn on water
2. Pick up brush and rinse
3. Pick up toothpaste
4. Put paste on brush
5. Put toothpaste down
6. Brush teeth - see program
7. Rinse brush
8. Put brush down
9. Get drink of water
10. Turn water off

Johanna can do these with verbal prompts. Do not give more assistance than necessary

TASK ANALYSIS EXAMPLE: B

Sign "COPY" to Vivian and hand her envelope with material inside to be copied. Use performance scoring on following steps:

1. **Vivian takes envelope and carries it to copy room.**
2. **Vivian takes paper out of envelope.**
3. **Vivian places envelope on table.**
4. **Vivian lifts lid to copy machine.**
5. **Viv places paper on copy plate.**
6. **Viv shuts lid.**
7. **Viv pushes button.**
8. **Viv takes copy from slot.**
9. **Viv opens lid.**
10. **Viv removes paper.**
11. **Viv closes lid.**
12. **Viv puts all paper in envelope.**
13. **Viv carries envelope back to class and places on table.**

REWARD FINISHED TASK WITH 4 OZ. OF FLUID AND SIGN "GOOD WORK"!

<u>Performance levels</u>:

+Independent
+Verbal (sign general directions - walk, open, shut, in, etc.)
+Cue (point to or touch machine parts)
+Model (show task first)
+Partial Physical Prompt (use some physical assistance)
+Full Physical Prompt (hand-over-hand)

TASK ANALYSIS EXAMPLE: C

Distribute 1/4 of James' meal onto flat plate away from edges. Use a spoon to regroup food as necessary. James should sign EAT with assistance, and uses a regular spoon in R hand. Tell James, "It's time to eat."

<u>For training sessions</u>: Immediately following James' scoop, give a physical prompt to the underside of his wrist in an upward manner. At first this prompt may need to be with the whole hand, slowly withdrawing to two fingers, one finger, etc. Reinforce as he brings spoon to mouth by saying, "Good scooping, James."

The focus is to teach James to scoop only once rather than three or four times per spoonful. It may be necessary to use a partial physical prompt to help James get food on the spoon during the first scoop.

<u>For data taking</u>: Allow first ten trials of meal to be without intervention. Record how many of the trials James brought spoon to mouth immediately.

III. SHAPING, PROMPTING AND FADING

Systematic instruction.....its importance cannot be overstressed. It has been repeatedly proven that by structuring the environment in a certain way, programming instruction so that skills are developed according to individual student needs, implementing specific teaching techniques and, very importantly, using reinforcement techniques in a careful and effective manner, learning can be maximized for those students who have difficulty learning due to cognitive, processing and/or behavioral difficulties. Marc Gold, through his "Try Another Way" philosophy/program has shown that work, previously deemed beyond the scope of people with severe handicaps, was achievable with careful (systematic) thought, planning, shaping, prompting and fading. Thus, time needs to be spent reviewing once more the basic parameters of these techniques.

SHAPING. An artist shapes a sculpture from material that is unformed. What begins as an idea takes form through shaping until a new piece is created. A teacher SHAPES a new behavior or skill to create something that wasn't there before. If a student needs to learn how to walk without assistance after relying on the use of a walker, a "shaping" procedure should be designed to encourage increased degrees of independence. Shaping is defined as *"the development of new behaviors by reinforcement of successive approximations of better and better attempts at a complex response".*

How does shaping work? Richard Foxx suggests that shaping consists of the following steps:

1. **Select the target behavior (which is clearly defined).**
2. **Select the initial behavior that the student currently performs and that resembles the target behavior in some way.**
3. **Select powerful reinforcers with which to reinforce the initial behavior, the successive approximations of the target behavior, and the target behavior.**
4. **Reinforce the initial behavior until it occurs frequently. (Carefully observe the student to determine the starting point toward the target behavior.)**
5. **Reinforce successive approximations of the target behavior each time they occur.**
6. **Reinforce the target behavior each time it occurs.**
7. **Reinforce the target behavior on an intermittent schedule of reinforcement.**

There are many instances at Oak Hill School in which shaping procedures could be used. For example, getting a student to sit in a chair, who normally prefers to lie on the floor, or, having a student use a spoon to eat instead of using his/her fingers. Shaping procedures would be listed on an Instructional Program Planning Cover Sheet, under the "Initial Instructions and Prompts" section. The correct response (which is an approximation) would be noted and the reinforcement schedule that corresponds to the shaping procedures would be listed. Because the shaping procedure depends on the constant observation of a student's progress, there will be a need to alter the program to indicate progress and new behaviors. If a student needs assistance with the shaping procedure, physical prompting can be used (and would be entered under time delay and correction). As always, prompting is paired with verbal input so that prompting can be faded as soon as possible.

PROMPTING AND FADING. Prompting is defined as *"a technique by which a range of instructional stimuli (antecedent behavior) may initially need to be provided in order to direct the student toward the performance of a desired response" (Falvey, 1982).* For example, if the student is unable to take that first step without the walker, the staff person might "prompt" the student to do so by using the least involved level of prompt needed, i.e. a cue instead of a complete physical prompt.

Why are prompts used? Mary Falvey indicates,

> *"For many students with severe handicaps, more specific guidance and instructional assistance may initially be necessary to acquire new skills."*

Students may need assistance in attaining the target behavior. Types of prompts used may vary (e.g., verbal, physical), but their purpose is to help the student by providing assistance of some sort in order to accomplish the task. If a student has performed a skill incorrectly, then a prompt may be used to redirect the student to perform the skill correctly.

There are various types of prompts: verbal, gesture, cue, model and physical. When working with a student, the goal should be to avoid "prompt dependency". This can be accomplished by starting with a less intrusive gesture or cue before using physical prompts. By doing so, a student has to take more initiative and put more thought into completing the

task. Remember, when using a verbal prompt, allow a time delay after speaking to allow the student time to process what has been said and to act upon it without assistance. Too often, staff intercede and assist too quickly, assuming an inability on the part of the student. PATIENCE IS A VIRTUE! When a student becomes familiar with how to complete the target behavior, and data indicates that progress is being made, the trainer will provide less and less assistance (with prompting) while using intermittent reinforcement to encourage independence.

FADING. Fading is defined as *"reducing prompting levels"*. It occurs when a student has gained some independence and no longer continues to need as much assistance. If high-level assistance is continued, it will act as a crutch to the student who will not rely on his/her own ability. When teaching a student to eat independently, which is a naturally reinforcing activity for most people, prompts can be "faded" by moving from complete to partial assistance (always coupled with verbal input). Fading the prompts could also mean moving from a model or cue to only a verbal prompt. There are many types of "fading out" in systematic programming.

Fading, which is not to be thought of as shaping, should always be done systematically. Fading, if done too quickly, can result in skill regression...so timing of fading techniques is critical. Fading should aid in the generalization of student learning. Done correctly, the processes of shaping, prompting and fading are the hallmarks of effective teaching tools.

So.....do you have all that ??? Hope so...if not....grab someone(!) and review. These instructional components are CRITICAL to effective programming and least restrictive in approach. If you're comfortable with these concepts.....

PLEASE MOVE ONWARD.....

(EDITOR'S NOTE: There is much well written and easily available information on Behavioral Techniques. Therefore, the intent of this chapter is NOT TO DUPLICATE those efforts, but merely to "highlight" and/or review the issues. If you need assistance in this area, PLEASE ask for help, as it is a critical instructional component. Additionally, Oak Hill School's policies and procedures ARE NOT INCLUDED in this chapter, but are available from your supervisor. These policies are in constant updating in order to meet various internal and external guidelines.)

Prerequisite Reading:

Powell, T., et al (1985) Chapter 10: Data Collection, Graphing and Analysis. In Powell, T., et al Connecticut's Data Based Training Manual.

BEHAVIORAL ISSUES

Eileen Luddy

PHILOSOPHY

Students who have severe disabilities often exhibit behaviors that put them in conflict with their environments and interfere with their acquisition of functional life skills. These behaviors may include stereotypical behavior, self-injurious behaviors, aggressive acts, disruptive acts, noncompliance and task avoidance (sometimes to the point of running away). *(Hereafter, these types of behaviors will be referred to as "inappropriate behaviors".)* In teaching students with severe handicaps, systematic efforts to avoid or decrease such behaviors must be employed. Adaptive and appropriate behaviors are taught to the students as a replacement for inappropriate behaviors. They are in accordance with a learning model and the principles of SOCIAL ROLE VALORIZATION. Therefore, any behavioral intervention procedure implemented at Oak Hill School emphasizes the development of appropriate and adaptive behaviors rather than merely the elemination and suppression of undesirable behaviors.

Positive events and appropriate instructional programming is the focus of behavioral intervention procedures. Research verifies that student behavior is a result of environmental consequences *(Sulzer-Azaroff & Mayer, 1977)*. When appropriate behaviors are REINFORCED, these behaviors will increase in frequency. All persons interacting with students must continuously set the stage for reinforcement to occur. Looking for adaptive and

appropriate behavior must be of paramount concern in the development of students' instructional programs. All behavioral intervention procedures implemented at Oak Hill School will have success-oriented instructional programs and positive reinforcement.

Although high rates of positive reinforcement and success-oriented programming are applied, there are some students who will continue to exhibit inappropriate behaviors that interfere with the learning process. Research has suggested several procedures which, when used in conjunction with positive reinforcement, are effective in greatly reducing or extinguishing these maladaptive behaviors *(see Sulzer-Azaroff & Mayer, 1977)*. The LEAST RESTRICTIVE procedures are <u>always</u> implemented prior to consideration of more restrictive measures. Only after the least restrictive procedures are implemented and positive reinforcement is consistently delivered, will consideration for more restrictive procedures be considered. Data must be recorded and analyzed continuously. Behavior management requires a great deal of skill and intensive team effort to ensure that the employed procedures are effective in teaching appropriate behaviors to the student.

Oak Hill School has adopted a set of BEST PRACTICES regarding the implementation of behavior management programs. All staff employed by the Connecticut Institute for the Blind are <u>required</u> to follow these best practices:

1. <u>The human and legal rights of students are never jeopardized in the employment of behavior management programs</u>.

   - <u>General Rights</u>: Students at Oak Hill School have the rights, benefits, and privileges guaranteed to all citizens by the Constitution and the laws of the United States and the Constitution and laws of the State of Connecticut.

   - <u>Special Rights</u>: Students with disabilities who are educated at Oak Hill School also have special rights which are guaranteed by State and Federal laws. These rights include:

     - Appropriate treatment, services and habilitation

     - Educational programs that maximize their potential in the setting that is least restrictive of the person's personal liberty

- A safe and humane environment
- Freedom from physical or chemical restraint employed as a punishment or substitute for a habilitation program
- A nourishing, well-balanced daily diet
- Prompt, sufficient and appropriate medical and dental treatment
- Freedom from abuse and neglect

2. Movement occurs from least restrictive to more restrictive procedures.

Positive reinforcement is always a component of the management program *(see Reinforcement section).* When reinforcement alone is not effective in decreasing a behavior, then other more "restricting" techniques can be considered. Data must be available to illustrate this to transdisciplinary team members.

3. Clear documentation of the behavior and results of past intervention must be available

Before any program can be implemented, the staff must document that the behavior is intense and interferes with the students learning. Documentation in all cases takes the form of daily measures of student behavior. The behavior is clearly defined in observable terms *(See Writing Behavioral Objectives).* Data will be graphed with each program change indicated *(See Data Systems & Graphing references).* Data will be presented to the transdisc team for discussion, and in a case when more restrictive procedures might be considered, the same information will be presented to the Program Review Committee *(see OHS policies/procedures).*

4. All behavior management procedures are written and approved prior to implementation. *(see Process)* Each management plan must specify:

- The instructional objective (success-oriented)
- Target behavior(s)

- Baseline summary and specific method to be used
- Reinforcement method and schedule
- Schedule and procedures for intervention
- The persons who will implement the program
- The persons who will supervise the program
- The data system and frequency of review
- The benefits/rationale, and potential side effects of the program
- Literature reviewed to support selection of the program (2)

5. Implementation of approved programs by only those staff persons trained in the particular techniques.

Only qualified staff are permitted to implement behavior management programs.

6. Parental Consent is required for any Level II and III programs.

The student's parents must sign written consent prior to the implementation of any Level II or III intervention procedures. The teacher will prepare a copy of past data collected (defining the problem behavior), a copy of the transdisciplinary team minutes pertaining to their child, the proposed program procedure, and at least two (2) references from a CURRENT (within the past five years) journal or book supporting the selection of this program choice. The purpose of this last point is to indicate that the selected technique has been effective with other individuals.

If an intervention procedure is necessary during the period between program development and receipt of parental consent, then EMERGENCY INTERVENTION procedures will be followed. (For example, if a student has suddenly become extremely aggressive and is a threat to him/her self or others.) *(See Policies)*

7. Documentation of the results of the techniques

The recording of data is essential in order to evaluate the effectiveness of a program. It is important for the transdisciplinary team to evaluate the program continuously to ensure its continued effectiveness.

8. Monitoring the sustained use of procedures

Sometimes, reinforcers lose their effectiveness over time. As a result, the intervention procedure must be monitored continuously. Monitoring is also essential in order to determine when to begin FADING and GENERALIZATION procedures.

9. Proper Reviews by Supervisors, Consultants and the Program Review Committee

Reviews of behavior management programs are included in transdisciplinary team meetings for Level I and II programs, and by the PROGRAM REVIEW COMMITTEE on a monthly basis for Level III.

PROCESS

Behavior management is a component of any adaptive skill teaching program for students with severe disabilities. Teaching adaptive skills requires changes in student behaviors. Thus, a behavior management component typically involves the reinforcement of appropriate behaviors while prompting or shaping other behaviors to include more adaptive skills. At times, students demonstrate behaviors that put the student and others in jeopardy (or at risk). When such a behavior is identified by a staff member, the following process is initiated.

Step 1: Provide Protection

The first consideration made if a potentially dangerous behavior is demonstrated by a student is to minimize or eliminate any danger to the student or others in the environment. Ignoring the behavior will be effective in some instances. This includes directing other students and staff to a different part of the room. REDIRECTION can also be used, which

involves directing the student to a different location and engaging him or her in other adaptive activities. If a student becomes extremely disruptive or upset, additional assistance may be necessary *(see Emergency Interventon Policy/Procedures).*

Step 2: Define the Behavior

Defining the behavior is the responsibility of professional staff (typically, the teacher). This includes writing the behavior in observable, measurable terms. The TARGET BEHAVIOR also includes the characteristics of the behavior, the possible environmental factors, staff, materials and times that such behaviors are typically demonstrated by the student.

Step 3: Analyze the Environment

Analysis of the environment means looking carefully at possible causes of the behavior. Possible considerations include:

1. **Medical problems**

   Seizures, dental problems, pain, side effects of medication, and illness should be ruled out prior to proceeding with the process of developing a plan for behavioral intervention.

2. **Staff to student ratios**

   Having too few staff may not allow for students to receive the necessary reinforcement for appropriate behaviors. This often results in students demonstrating inappropriate behavior to secure staff attention.

3. **Hunger/thirst**

   Students may lack the necessary communication skills to request food or drinks.

4. **Boredom, crowding, noise and temperature**

   These are all environmental factors that may contribute to students demonstrating inappropriate behaviors.

5. **Provocation by others**

   In some environments, students may provoke one another. In some instances, one student can "set off" many other students, causing a chain reaction. Separating the

initiator from the rest of the students would be a reasonable intervention. It is important to note, however, that when the student (initiator) no longer demonstrates the inappropriate behavior, he or she should be returned to the group and reinforced when the appropriate behaviors are being demonstrated again.

6. Frustration and fear

When students are afraid and unable to communicate their fear or are frustrated in learning a new task, maladaptive behaviors are often seen. An analysis of the environment or the task the student has been asked to complete may help to determine this.

7. Poorly trained staff

When staff attend to inappropriate behaviors, they may inadvertently be reinforcing them. All staff at Oak Hill School are responsible for reinforcing socially appropriate behavior and following indicated procedures for suppressing or eliminating less appropriate behaviors.

Step 4: Take Data and Determine the A-B-C Pattern

As with all training programs, it is essential to establish a BASELINE level of performance prior to intervention. Baseline will provide a basis for comparing and contrasting the effects of various treatments.

In analyzing and determining the frequency of a defined behavior, the A-B-C pattern is required.

A = Antecedent: those events and situations which come directly before the behavior

B = Behavior: the defined target behavior

C = Consequence: anything that happens as a result of the behavior

Failure of many behavior management programs can often be traced to a poor A-B-C analysis. At least one week (five days) of A-B-C data is required before consideration will be given to Level II or Level III management programs.

Step 5: Identify Strategies and Resources

After implementation and documentation of positive reinforcement schedules and any other Level I procedure, staff can begin to identify possible strategies to utilize, if the problem remains. These strategies may be derived from a review of the literature on the specific problem behavior or from consultation with the behavior management specialist, or an outside consultant when the transdisciplinary team determines such a need.

Once a strategy is identified, it is the responsibility of the person in charge of the program (typically the teacher) to reference at least 2 journal articles or chapters from a book supporting the potential success of the selected procedure. It will also be necessary to share the articles with the parents *(see Parental Consent Policy).*

Step 6: Write Behavior Management Plan/Fill Out the Necessary Forms

Some Level I behavior management procedures are written into the skill training programs (positive reinforcement, reinforcement with tangibles). However, any other formal behavior management program must be written in the form of a plan with consent and reviews.
(See your Supervisor for the correct forms.)

Step 7: Behavior/Management Plan is Reviewed and Approved

Any Level II or III behavior management procedure must be formally reviewed prior to implementation. Level II programs must be reviewed and approved by the appropriate staff and the student's parents. Level II programs are also approved by the transdis team. Level III programs must be reviewed by the parents, Program Review Committee (PRC), and transdisciplinary team.

Step 8: Implementation of Program Plan

Once the program is approved, and there is parental consent, implementation should begin. The plan is to be reviewed and demonstrated to all staff who work with the student. This demonstration is done by the program author(s). Verification of this is documented on an inservice form. When staff demonstrate competency in implementing the plan, the inservice form is signed.

Step 9: Monitor and Revise Plan as Needed

Once the plan is implemented, recorded data should be reviewed by the program author(s) after two weeks of implementation. One month of data should be presented to the transdisciplinary team for review following implementation. Level II and III programs are reported to the Supervisor, with an additional report to the PRC for level III programs.

NOTE: Raw data as well as graphs should be available for review after one month of implementation at both transdisciplinary and Program Review meetings Thereafter, graphs of programs will suffice unless otherwise indicated by the supervisor or team.

* * *

S T O P !!

Be sure you are clear about the previous concepts before proceeding with the procedures involved in the three levels of behavior management, or NONE of the rest of this will make any sense !

LEVEL I: BEHAVIOR MANAGEMENT

Procedures:

Positive Reinforcement
DRO, DRA, DRL, DRI
Activity Time Out
Response Cost (Mild)
Redirection
Extinction

Level I interventions contain instructional tactics that are employed within the students' natural environments. These techniques are used to teach students to exhibit socially appropriate behavior by providing positive events for the occurrence of these behaviors. Simultaneously, some of these procedures are aimed at providing mild control for exhibition of behaviors that interfere with a student's learning. These tactics are typically included as a component in the students' instructional program, and are implemented by all staff trained to run the instructional programs.

REINFORCEMENT

People learn new skills by a process of reinforcement *(Skinner, 1968).* One of the most important skills for a teacher to have is the proper use of reinforcement. Students with severe handicaps need a variety of types and intensity of reinforcement. It is critical for the teacher to identify what reinforcers will be effective for individual learners before any adaptive appropriate behaviors can be taught.

Positive reinforcement is a procedure in which an event is introduced that follows a behavior and results in increased exhibition of the behavior.

Example: A student is verbally reinforced every 60 seconds for a specified period of learning for keeping hands out of mouth. "Good work with your hands, Ann!"

Negative reinforcement is a procedure that involves the termination of an aversive situation after a behavior occurs and results in increased exhibition of that behavior.

Example: student is told to wait in classroom (aversive condition) until he calms down (stops screaming) before going out to picnic.

Negative reinforcement is not punishment. Punishment is the opposite of reinforcement. It follows a behavior and results in a decrease in the exhibition of that behavior. Punishment is never given consideration as an intervention procedure unless it is an absolute last resort. Positive and less restrictive intervention procedures are implemented and documented first !

When a student at Oak Hill School demonstrates an inappropriate or less than desirable behavior, the first consideration should be the student's reinforcement system. There are several questions that the teacher and staff can consider regarding reinforcers and several types of reinforcers which are identified and explained below:

1. **Edibles - Food is a very basic, or primary reinforcer. It is a potentially powerful reinforcer, but must be used with caution. It is easy to overuse edibles.**

2. **Materials - This category includes small items such as toys, jewelry, stickers, and some personal items.**

3. **Activities - These reinforcers include things that students like to do (games, free play, etc.). They also can include privileges earned. It is important to keep the activities as age appropriate as possible.**

4. **Tokens - These reinforcers are similar to money. Some students can learn to exchange tokens for other types of reinforcers. This is usually recommended for younger students. Whenever possible, older students should earn money.**

5. **Social - This is the most important type of reinforcer. This includes words of praise, verbal feedback, light touches, hugs, etc. It is critical that students learn to behave solely for social reinforcers, a more normal response.**

Perhaps your student is demonstrating less than desirable behaviors. Maybe a new reinforcer os required. This is accomplished by doing the following:

1. Reinforcement sampling. By presenting multiple (at least three) potential reinforcers to the student, the teacher records which items are selected first, second or third. The items are then replaced with the same item. Those items chosen most often will potentially be more effective reinforcers.

2. Environmental Observation. By observing the student in his or her environment — in the dorm, classroom, worksite and community, one may determine events, activities or stimulations that are reinforcing to the student.

3. Interviewing. During an observation or interview, the following behaviors may indicate that the student enjoys an activity or event:

   a. reaches out if activity is terminated or object is removed
   b. smiles, laughs while engaged
   c. has tantrums or cries when activity ends
   d. localizes in the direction of stimulation
   e. remains at activity for long periods of time
   f. selects item or activity when given a choice

Once a reinforcer is selected, the following points will assist in its effective use:

1. Reinforcers should be given only contingent upon target behaviors. Giving reinforcers at random may be inadvertently teaching a student to perform an inappropriate behavior.

2. Reinforcement should occur immediately after a response. The longer the delay, the less powerful the reinforcement will be.

3. If a student receives too much of one reinforcer or has had the reinforcer recently, he or she may satiate on that reinforcer. Vary the reinforcer as necessary.

4. ALWAYS pair social praise with edible or token reinforcement. The goal is for students to learn to operate on a system of social praise. Teaching the student to work solely for social praise is not an easy task. Through repeated presentations of material rewards paired with social praise, the praise will become a reinforcing event.

5. When reinforcing a student for a particular behavior, be consistent. Reinforce according to a predetermined schedule of reinforcement and in a predetermined manner.

6. When giving social or verbal reinforcement, be sincere, establish eye contact (if appropriate), and specify what you are reinforcing. Saying or signing, "Good boy," just doesn't make it. *"John, I like the way you brushed your teeth,"* is a much better way to give verbal praise. It specifies what John did that caused the reinforcement to be delivered.

Scheduling Reinforcement

A final consideration for effective use of reinforcers concerns the schedules in which they can be presented. Basically there are two schedules, continuous and intermittent. Continuous reinforcement means that for every occurence of a more desirable target behavior, the student receives the reinforcer. We usually denote this schedule as 1:1 or CRF. When a student is first learning a skill or concept, a CRF schedule is recommended. However, once the skill is learned, it is recommended that an intermittent schedule be established to maintain the skill. With an intermittent schedule, the reinforcer is presented after some but not all responses. The intermittent schedule reflects the reinforcement schedule that is typical of everyday life. Thus, learning to operate on such a schedule is functionally appropriate for learners with severe handicaps. Intermittent schedules promote generalization and also delay the satiation effect resulting from receiving too many reinforcers of the same type.

Interval schedules are those in which reinforcement is made contingent upon the passage of time before the response is reinforced. *Let's say we are training Lisa to complete an eight-piece assembly. This task will take five minutes to complete if she works steadily. Lisa works only 30 seconds before she gets up and wanders around the workshop. The instructional goal is to teach Lisa to work for a full five minutes. That skill is task analyzed into achievable components, and after Lisa works for X amount of time, she will be reinforced.*

Lisa's teachers could establish a fixed interval schedule of reinforcement every interval of X seconds. Another option would be a variable interval schedule (VI) in which Lisa would be reinforced at different time intervals that would average a specific rate of time.

Example: Lisa would work for 30 seconds, then one minute, then two minutes, with reinforcers occurring in between these times.

Let's say we used a fixed interval schedule of every 2 minutes. We would abbreviate it FI 2. If a variable interval schedule averaging 2 minutes were to be used, it would be abbreviated VI 2.

Ratio schedules are those in which reinforcement is made contingent upon the emission of a given number of responses before a response is reinforced. This is a useful schedule for vocational activities. Like interval schedules, ratio schedules can be fixed (FR) or variable (VR). In a fixed ratio every X response is reinforced *(For example, if X equalled 3, we would give a reinforcer every third time the correct response was given. This is abbreviated FR 3.)* With a variable ratio, we strive for an average reinforcement rate of X number of responses *(For example, if X equalled 6, we would reinforce every fifth or seventh time the behavior occurred. This is abbreviated VR 6.)*

Moving From Continuous to Intermittent Schedules

The goal for students with severe disabilities is to move from Continuing Reinforcement Schedules (CRF) to intermittent schedules as quickly as possible. However, this is not an easy task. It requires a good deal of planning and also some experimenting to gradually "wean" the student from a restrictive CRF schedule.

When shifting reinforcement schedules, go slowly at first. If the student fails to maintain performance of learning rate, most likely the "weaning" process is proceeding too rapidly. If this happens, re-establish the behavior via CRF and then re-implement a slower process to switch to intermittent reinforcement.

As indicated previously, reinforcement is an intergral part of the instructional program. In order to decrease less desirable behaviors, appropriate adaptive behaviors must be taught and reinforced.

Differential Reinforcement of Incompatible Behaviors (DRI)

Look for good behaviors that are incompatible with the undesired behaviors. Reinforce the good behaviors and ignore the bad behaviors. *For example, if the undesirable behavior is out-of-seat behavior, watch for a time when the student is in his or her seat and reinforce the student for sitting.* Obviously, sitting and out of seat behavior are incompatible, therefore, this is DRI. Initially, keep the reinforcement schedule very rich for the desired behavior.

Differential Reinforcement of Alternative Behaviors (DRA)

This procedure is a very similar to DRI except that the behavior being reinforced does not need to be incompatible with the inappropriate behavior. In the DRI example, the student was reinforced for staying in the seat, which was incompatible with being out of the seat. Through DRA, the student might be reinforced for completing his or her work. The idea here is that students who have positive behaviors to perform will have little time to demonstrate the undesirable behavior.

Differential Reinforcement of Low Rates of Behavior (DRL)

DRL is a procedure that provides reinforcement for responses that are emitted at low rates. Its aim is to reward responses for occurring at reasonable rates. It is designed to reduce, not eliminate, a particular response. The DRL schedule can be altered to gradually reduce a targeted behavior. *For example, Danny's question-asking occurs at a very high rate (14 per hour), which is clearly inappropriate. Through DRL, Danny is reinforced one week for asking questions at a rate of 10 per hour, the next week for asking questions at a rate of 8 per hour, the third week, 6 per hour, etc., until the desired rate of question-asking is achieved.*

Differential Reinforcement of Other Behaviors (DRO)

Reinforce behaviors other than the target behaviors that will be decreased. Reinforcement should be given contingent upon the emission of other appropriate behaviors exhibited by the student. Reinforcement should be set up so that, if the target response

does not occur during a specific time interval, any other appropriate behavior that is emitted at the end of the interval is reinforced.

Example: If Karen picks up a toy and plays with it instead of pulling her classmate's hair, she will be reinforced at the end of the determined interval.

Response Cost (Mild)

Response cost implies the withdrawal of a specified amount of reinforcers. Mild response cost entails the withdrawal of reinforcers that are not the personal property of the student. Taking away the opportunity to listen to music on the cassette tape recorder contingent upon the exhibition of some behavior is an example of mild response cost. Additionally, loss of such items as: tokens and stars are examples of this intervention.

Time-Out (Activity Time-Out)

Activity time-out refers to a procedure in which the student is removed from some reinforcing activity contingent upon some behavior. *For example, Robin is playing with a small toy and begins to spit. The toy is removed for a brief period. When Robin is not spitting, the toy is returned. Likewise, Tony is sitting in a group and begins to bang his book. The book is removed for a brief time.*

Redirection

This procedure is used when students become disruptive and can be encouraged to be moved to a different area and become involved in a more adaptive functional activity. Redirection is an extremely useful technique and a part of all good teaching strategies.

Extinction

Extinction involves "ignoring" a student's inappropriate behavior and attending to or reinforcing other students who are engaged in more appropriate behaviors/activities. Remember, the opposite of "ignoring" is "attending". Therefore, when a student is not demonstrating the inappropriate target behaviors, a reinforcement schedule and attending to appropriate behaviors is essential.

LEVEL II: BEHAVIOR MANAGEMENT

Procedures:

Time-Out (Contingent Observation)
Verbal Reprimand (Mild)
Response Cost II

Level II interventions include moderately restrictive techniques which have been demonstrated to be effective in reducing socially inappropriate behavior of students with severe handicaps. All professional staff can implement Level II interventions with proper training and supervision. The student's program plan must have been demonstrated (via inservice) to staff, and have supervisor's and parent's permission.

Outlined below are the steps to be taken prior to implementation of Level II Intervention.

1. Level I intervention strategies have been implemented, documented and analyzed. Limited or little success is evident. Baseline data is used for comparision.
2. The program supervisor or designee has observed the student and has documented the behavior (Behavioral Specialists should have made observations).
3. The Transdisciplinary team has reviewed the observations and data, and has made recommendations.
4. Teacher (and any relevant related support services personnel) has written the behavior program.
5. Program has been copied with:
    a. one copy sent to Parents with one or two journal articles to support selection; and
    b. one copy sent to Supervisor for review and approval.
6. Approved program is demonstrated. Staff are inserviced and program is implemented.
7. Program is implemented for one month. Student progress is reported at Transdisciplinary Team meeting. Changes are recommended and made with graphs indicating changes.
8. Program is continued until criterion is achieved, or program changes need consideration.

Time-out (Contingent Observation)

Time-out II involves removing the possibility for the student to experience positive reinforcement. Using time-out involves having the student sit away to observe the rest of the students involved in an activity and receiving reinforcement. Contingent observation implies that the student is excluded, not secluded, from the other students.

To implement this type of time-out, for example, the teacher specifically states what the student did to earn the time-out and directs the student to the time-out area for observation. The time-out usually lasts from one to five minutes. The student can be returned to the group after one minute of exhibiting appropriate behavior. When the student returns to the group, he or she receives reinforcement immediately after exhibiting appropriate behavior.

Verbal reprimand (Mild)

This procedure entails a verbal statement of disapproval aimed not at the student, but at the behavior. Verbal reprimands are delivered in a stern, firm manner, and should not be delivered in front of others. It should be clear that it is the exhibited behaviors which are not acceptable. *For example, "No rocking."*

Response Cost

A Level II response cost procedure is similiar to the Level I procedure except that the student loses personal property as the response cost. *For example, Jimmy enjoys wearing his baseball hat; when he swears, he loses the opportunity to wear his hat. His hat is returned to him when he exhibits appropriate talking.* Since the hat is Jimmy's property, this procedure is more restrictive than Level I response cost.

LEVEL III: BEHAVIOR MANAGEMENT

Procedures:

Aversive events

Overcorrection

Any type of physical restraint

There are times when a students behavior becomes so difficult to manage, that more restrictive procedures are considered. In addition to the steps to be followed when implementing any behavior management program, a unique set of activites must be completed before implementation of any Level III program. These activities are outlined below.

1. **Baseline data is taken**
2. **Level I interventions are implemented**
3. **Level II Interventions are employed**
4. **Supervisor and/or Behavior Management Specialist has completed observation and has verified target behaviors, current data and current intervention procedure**
5. **A program for intervention is written by teacher and/or Behavior Management Specialist**
6. **Program is presented to Transdisciplinary Team for review and feedback**
7. **Program is mailed to parents for approval, along with one or two articles supporting the selection of the procedure**
8. **Program is presented to Program Review Committee for approval**
9. **Program is implemented**
10. **At least once during the first month of implementation, the supervisor or appointed designee (preferably a member of the Transdisc Team) completes an observation during intervention to verify that the procedure is implemented as stated in the program and RELIABILITY DATA is recorded.**
11. **Implementation of program continues with Program Reviews completed on a monthly basis (Copies of the program procedure, data and graphs are available at Program Review).**

Application of Aversives

Some behaviors may be so dangerous to the student or to others that they require the application of aversive procedures. Because these techniques are most restrictive, they require that the professional have advanced training and close supervision and monitoring. Use of any aversive requires the most extensive review *(See Oak Hill School Policy on Behavioral Interventions and Procedures.)*

Overcorrection

Overcorrection is a procedure that consists of two basic components: restitution and positive practice. Restitution requires that the student restore the environment to a condition better than it was before the inappropriate behavior occured. *For example, if a student spilled liquid on the floor, not only would the student be required to clean-up that particular area of the floor, he or she would also be required to clean a larger portion of the floor.* Positive practice requires that the student practice a more correct form of behavior. *For example, if John exhibits a self-injurious behavior of hitting himself, he may be required to perform a more acceptable activity of hand usage such as the appropriate manipulation of a toy.* Use of overcorrection requires very close supervision. *(See OHS Policies and Procedures.)*

Physical Restraint

Some students with severe handicaps will exhibit dangerous behaviors with such intensity and severity that these individuals require brief restraining. RESTRAINING A STUDENT IS A VERY SERIOUS PROCEDURE AND IS ONLY USED IN EMERGENCIES. Emergency means that others are put in danger and physical assistance is needed in order to inhibit any further danger. *(Please refer to Oak Hill School's Policy on Emergency Intervention Procedures for further clarification on these techniques and their useage.)*

• • •

A thorough understanding is needed of applied behavior analysis in order to effectively implement positive instructional programs for individuals with severe needs. The previous pages have merely outlined the critical components of behavioral programming. Sufficient references are available in university libraries which expand upon the topics identified, and if additional information is needed, these resources should be explored.

STUDENT PROGRAM DEVELOPMENT

Teaching students with severe disabilities requires a great deal of planning and collaboration. Through the participation of transdisciplinary team members and the process outlined, students are able to increase their domestic vocational and community living skills.

THE PROCESS

Prior to the Planning and Placement Team (PPT) meeting held on an annual basis for each student, teachers and related service professionals assess the students' skills through formal and informal observational assessments. Some of the assessment tools currently used at Oak Hill School include: The Learning Accomplishment Profile (LAP), appropriate for students in the elementary school program; The Camelot Behavioral Checklist, for secondary school students; and the TARC, for any student between the ages of 6 and 21 with severe disabilities. (A sample Camelot is included in this section.) Related Service Professionals may, in addition to assisting the classroom staff on completion of the general assessments, also complete an assessment in their specific area of expertise to identify the student's current abilities and limitations. (A sample Speech-Language Evaluation is also included in this section)

Upon completion of students' assessments, the transdisciplinary team convenes to collaborate efforts in identifying priority need areas through use of the Ecological Inventory. (Check the chapter on Ecological Inventories for further explanation in this area.) Once the Ecological Inventory is completed, the team identifies recommended priority need areas to be presented at the PPT. The student's Individualized Education Program (IEP) is developed at the PPT. A sample of a PPT page is found on the attached pages.)

After the IEP is developed and the priority learning objectives are identified, programs are written by the team members using the Instructional Program Planning Cover Sheet, the Program Phases/Task Analysis/Script Sheet, and the appropriate data sheets. A sample set is included in this chapter.

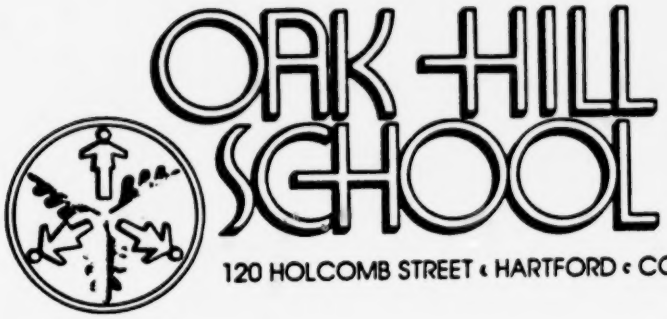
Once the programs are written and the team has worked out all of the details (i.e., piloted the program), staff are trained to implement the programs. The teaching teams and primary authors are responsible for assuring that staff are trained prior to implementing the programs. (See sample Inservice Training Sheet.)

Implementation of the teaching programs and modifications when indicated should continue on a scheduled basis. Staff are able to consistently teach their students by following a Master Schedule. See the sample that is included. Throughout the school year, students' progress is reported on a quarterly basis. The reporting is, for the most part concise, with opportunities to further explain student's progress and status on additional pages.

By using the specified forms and following the process outlines, students at Oak Hill School are able to learn to be more independent and interactive within their communities. Each student has a notebook where the information outlined, required learning techniques and individual needs are identified. It is important to keep these notebooks current and use them as a resource when working with students. (See chapter on Standard Operating Procedures.)

*****(PARTIAL ADAPTED REPORT)

LARS GULDAGER, Ph.D
Superintendent



Founded 1893
120 HOLCOMB STREET • HARTFORD • CONNECTICUT • 06112 • TEL. (203) 242-2274

SPEECH/LANGUAGE EVALUATION

NAME: Agnes
D.O.B.: 4/5/65
C.A.: 18.6

DATE OF ADMISSION: 5/12/79
DATE OF REPORT: 7/22/79

I. COMMUNICATION:

Agnes is an 18 year, 6 month caucasion female. She has been diagnosed as post-rubella syndrome with deafness, blindness and other congenital problems. She does not appear to exhibit any degree of functional vision. She is hearing impaired, but has been fitted with a body monaural hearing. She is ambulatory and able to independently explore her environment with minimal sighted-guide prompts. She demonstrates self-injurious behaviors and has multiple scar tissue wounds around her arms and legs.

Agnes communicates primarily by hand-over-hand method of manual communication. She reportedly comprehends over 250 signs. When her hearing aid is on, she will also vocalize. She does not, however, attempt to verbalize any meaningful words. Though, she supposedly is able to do this, cognitively, Agnes exhibits appropriate pre-language skills including object permanence, imitation, means-end (Ex.: If I do "A" then "B" will happen), rejection ("No"), recurrence ("More") and action on objects (Ext. Eating utensils).

Agnes responds environmentally very well. She has a good "sense" for where she is and what she needs to be done. Currently, Agnes needs minimal physical promps as she becomes more familiar with her environment. She is able to follow hand-over-hand signed multi-step commands. Agnes is able to discriminate objects and comprehend verbs. She also seems to understand the concept of "what".

Agnes hearing was last evaluated on March 22, 1979 by staff at Mt. Sinai. Results obtained using conventional hand-raising method indicated a profound sensori-neural loss, bilaterally. Impedance results revealed normal middle ear functioning.

RECOMMENDATIONS: Agnes is a visually impaired/hearing impaired adolescent female who has been fitted with a monaural body aid. She communicates primarily by hand-over-hand manual sign language, but does not exhibit any degree of signed expressive communication. Her receptive language skills need to be reinforced and expanded; encourages to expressively sign her wants/needs; and encouraged to verbalize.

The Camelot Behavioral Checklist consists of 399 behavioral descriptions. These behaviors have been grouped into 40 behavioral classes which, in turn, have been grouped into 10 behavior domains. Each behavior is to be marked either (+) "Can Do" or (—) "Needs Training". Circle the appropriate sign (+) or (—) on the checklist booklet.

The checklist can be completed in three different ways:

1. It can be completed by one person from memory. That is, a parent, ward attendant, etc., can, based on his knowledge of a given resident's needs and accomplishments, fill out the entire checklist in the absence of the resident.

2. It can be completed by a "team" from memory. All "academic" items might be answered by a teacher, all self-help skills by ward attendant, etc. It is still completed from memory but by people who should have more specialized knowledge about the resident.
3. It can be done by direct observations. That is, a resident can be placed into a number of situations in which he has the opportunity to perform the listed behaviors. Those actually performed are recorded "Can Do."

Any one of these three methods provide usable information. Direct observation is, no doubt, the most accurate, but is also the most difficult to achieve due to the time, staff training, and other such requirements.

Because of the wide differences in functioning levels among the retarded, it is necessary to include an equally wide range of items. Consequently, some items will seem "too high" or "too low" for a given resident. However, all items should be completed for each resident with the exception of three items which are for females only and one that is for males only.

An item should be answered even if the resident has never had the opportunity to perform that behavior. The rater can either:

1. Guess whether the client can do it; or
2. actually test the client.

Direct observation is preferable, but even the first method will provide some information. When doubt exists, items should always be marked (—) "Needs Training." This will target behavior for future testing and training. In cases where items cannot be performed because of some irreversible physical condition, the item should be marked (+) "Can Do." This indicates that further training need not be scheduled for that behavior. The four sex related items should be treated in the same way.

Name AGNES Date 9-85

***This is only a sample sheet from Camelot.

Camelot Behavioral Systems, 1974 P.O. Box 3447, Lawrence, Kansas 66044

Can Do	Needs Tr	I SELF-HELP
		1 Eating Behaviors
+	—	1.01 Drinks from glass
+	—	.02 Eats with spoon
+	—	.03 Drinks from water fountain
+	—	.04 Carries tray
+	—	.05 Drinks through straw
+	—	.06 Eats finger food appropriately
+	—	.07 Eats with fork
+	—	.08 Uses napkin
+	—	.09 Pours liquid
+	—	.10 Chooses correct eating utensil
+	—	.11 Chews with mouth closed
+	—	.12 Eats proper amount of food
+	—	.13 Spreads with knife
+	—	.14 Passes food
+	—	.15 Cuts with knife
+	—	.16 Has appropriate table etiquette
+	—	.17 Orders simple food
+	—	.18 Eats balanced diet
+	—	.19 Selects meal in cafeteria
+	—	.20 Orders complete meal
		2 Dressing and Undressing
+	—	2.01 Removes garments
+	—	.02 Puts on garments
+	—	.03 Zips and unzips
+	—	.04 Fastens and unfastens
+	—	.05 Buttons and unbuttons
+	—	.06 Ties and unties
+	—	.07 Buckles and unbuckles
+	—	.08 Chooses clothes that are clean
+	—	.09 Chooses clothes for activities
+	—	.10 Chooses clothes for weather
+	—	.11 Chooses clothes that are not torn
+	—	.12 Chooses clothes that are not wrinkled

Can Do	Needs Trai	
		3 Toilet Use
+	—	3.01 Goes to toilet independently
+	—	.02 Flushes toilet after use
+	—	.03 Uses toilet tissue
+	—	.04 Washes hands after toilet use
		4 Cares for Own Health
+	—	4.01 Seeks help for injury or illness
+	—	.02 Cares for self during menstruation (females only)
+	—	.03 Stays on special diet if necessary
+	—	.04 Performs simple first aid on self
+	—	.05 Uses contraceptive devices
+	—	.06 Takes own medication
+	—	.07 Has annual dental or medical check-
+	—	.08 Gets prescriptions filled
		5 Knowledge of Self
+	—	5.01 Knows full name
+	—	.02 Knows names of family members
+	—	.03 Knows his age
+	—	.04 Knows own address
+	—	.05 Knows own telephone number
		6 Bathing
+	—	6.01 Dries with towel
+	—	.02 Uses soap
+	—	.03 Rinses self
+	—	.04 Uses wash cloth
+	—	.05 Washes all parts of body
+	—	.06 Can prepare tub or shower
+	—	.07 Regulates water temperature
+	—	.08 Cleans bathroom after use
		7 Hair Care
+	—	7.01 Combs and brushes hair
+	—	.02 Shampoos hair
+	—	.03 Goes to barber or beautician for hair cut
+	—	.04 Sets and styles hair (females onl

DOMAIN: COMMUNITY	STUDENT: AGNES	DATE: Sept., 1985	UNIT: Secondary
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1 PUBLIC TRANSPORTATION	A Bus	1A Riding Bus	1 Paying 2 Approp. social behavior 3 Approp. use of cane 4 5 6 7 8
		2A	
	B	1B	
		2B	
2 STORE	A Grocery	1A Shopping	1 Orient. to store layout 2 Purchase items 3 4 5 Respond to which one? 6 Try on clothing 7 Display approp. behavior 8
		2A	
	B Clothing	1B Shopping	
		2B	
3	A	1A	1 2 3 4 5 6 7 8
		2A	
	B	1B	
		2B	
4	A	1A	1 2 3 4 5 6 7 8
		2A	
	B	1B	
		2B	

EFL:dr
10/85

Page_____ of_____

OAK HILL SCHOOL
HARTFORD, CT 06112

PRIORITY INSTRUCTIONAL PROGRAMS

STUDENT: Agnes

SCHOOL YEAR: 1985 - 86

UNIT: Secondary

TEACHING TEAM: Linda Thompson
Pat Evelyn

LONG TERM GOAL: To increase community skills

OBJECTIVES	FINAL MASTERY CRITERIA	SKILL AREA	PRIMARY DISC.	DATE BEGIN	FREQ. ASSESS.
When brought to dairy or produce aisle in st & asked "What want?", A will sign sign item 4/5 times.	Score of "5" 4/5 cons data points	Communic	Teacher	6/6/86	Monthly

EFL:dr
08/86

OAK HILL PROJECT
INSTRUCTIONAL PROGRAM PLANNING COVER SHEET

Student: AGNES Unit: Secondary Teacher: Thompson (w/L. Kruzshak)

Objective: When brought to dairy or produce aisle in store and asked "What want ?", will sign specific item needed from that location

Start Date: 6/6/86 Generalization Date: (estimate) Maintenance Date: Finish Date: Score of 5 for 4/5 data points

Date	Grouping	Materials	Environment	Initial Instructions and Prompts	Correct Response	Reinf. & Sched.	Time Delay & Correct.	Data Type	Program Times	Data Taken	Criteria Mastery
6/6/86	1:1	Cart (A. pushes cart in store)	"Our Store" (Farmington Ave.)	Before going to store and on van, tell A. the item she is going to buy. Do 3 times. In store, bring A to dairy aisle to location of target item. Let her feel the refrig. Staff signs "Refrigerator" Staff signs: "What want?"	A signs item	1:1 Help A open door & guide hand toward item. Have her put in cart. Sign "Good" + item.	3 seconds Repeat ?, Then sign want item . A should imitate target sign. Prompt if needed Then have her get item by guiding hand.	PERFORMANCE	Fri Nights	1x a week Fri nights	Score of "5" for 4/5 consecutv data point

Program Phases/Task Analysis/Script

If Agnes begins to get upset while working (self-abusive or aggressive), remind her about her stickers.....which she traded in for reinforcers at specified times.

Task analysis for cleaning laundromat

1. Walk to room
2. Get supplies from Bucket
3. Sprays the machine on all sides and top
4. Wipes down sides and top
5. Walk to dryer
6. Repeat steps # 3 and #4 for dryer
7. Return supplies to bucket.

GENERALIZATION

PEOPLE	PLACES	MATERIALS	PROMPTS	TIME
DIANE	laundromat	water/spray/towel	none	A.M.
Victor	Future apartmt	water/spray/towel	none	P.M.

EFL:dr
10/85

OAK HILL PROJECT
DATA SHEET - TYPE 1

Data Type: Frequency
Duration
Performance

Student: AGNES Program: Item/Aisle Association Start Date: 6/6/86

Legend: See Below

DATE	6/6	6/13	Staff
Dairy Item	0	1	
Produce Item	0	0	
TOTAL	0	1	
AVERAGE SCORE	0	1	

NOTES

0 = Full physical prompt to perform target sign
1 = Light physical prompt to perform target sign
3 = Imitates sign after staff repeats "What want...want_____"
5 = Answers "What want ?"

EFL:dr
09/85

IN-SERVICE TRAINING SEMINAR

OAK HILL SCHOOL

CODE

TITLE OF SEMINAR: Staff training on Agnes' Instructional Program

INSTRUCTOR: L. Thompson/P. Evelyn / L. Kruzshak

TITLE: Teacher/Instructor/Therapist

LENGTH OF SESSION: 30 minutes

GENERAL OUTLINE OF SEMINAR

Reviewed instructional program on signing/prompting items in the dairy store with staff with Agnes, and reviewed appropriate sign language needed.

E#	PERSONS ATTENDING (Please Print)	TITLE	DATE

Person Conducting/Verifying Attendance:

Name/Title

Date

CLASS SCHEDULE

Unit: Secondary

TEACHER: Thompson INSTRUCTOR: Evelyn

TIME	SKILL/LOCATION	TRAINER 1	TRAINER 2	TRAINER 3	NOTES
7 - 9	DOMESTIC: ADLs & breakfast in dorm	Kevin & Nancy	Lisa & Paurn	Agnes/Charles/ Ben	
9 - 11:30	VOCATIONAL: Condos, WAC, Clerical, Soda machine, commty laundromat	Kevin & Nancy	Lisa & Paurn	Agnes/Charles Ben	
11:30- 1:00	DOMESTIC: Dorm, Lunch, cleanup	Kevin & Nancy	Lisa & Paurn	Agnes/Charles/ Ben	
1 - 3	COMMUNITY/VOCATIONAL: Paper route,clerical, acorn route	Kevin & Nancy	Lisa & Paurn	Agnes/Charles Ben	
	****** DAILY SCHEDULE CAN BE FOUND IN SHIFT-TO-SHIFT BOOK IN CLASS BAG.				

QUARTERLY REPORT

OBJECTIVES	Date 4/86 to 6/86	_____ to _____	_____ to _____	_____ to _____
1. Given direction "Time to tie shoe", A. will cross the macrame cords & tie half-knot independtly. 4/5 trials.	Agnes continues to require some physical assistance in order to tie a hlf-knot. The prompts necessary vary between full & partial..scores 0-1.			
2. When brought to dairy or produce aisle in store & asked "What want?", A will sign specific item needed from that aisle.	Grocery shopping is one of Agnes' favorite community activities. At the present time, a partial physical(1) prompt is necessary for A to select a specified item.			
3. Agnes will wipe down washers & dryers in laundry rooms indepently 4/5 trials.	Agnes has made a lot of imp. in this area over the last quarter. She can locate & return the proper materials for the job, as well as spray the machine independently. The actual waiping of the mach requires only sign direct.			
4.				

08/86

OAK HILL SCHOOL

conducted by
The Connecticut Institute for the Blind
120 Holcomb Street
Hartford, Conn. 06112

NAME: Agnes

SCHOOL YEAR: FROM 1985 TO 1986

LONG-TERM GOAL: 3. To Increase community skills

#	SHORT-TERM OBJECTIVES	CRITERION	START	END	BY WHOM
A.	Display socially appropriate behavior.	100% of the time	9/85	9/86	Teaching/Instruc Staff
B.	Shop in the grocery store.	To verbal/sign cue prompt level.	9/85	9/86	Teaching/Instruc Staff
C.	Answer "which one?" questions in community settings.	100% of the time.	9/85	9/86	Teaching/Instruc Staff

Prerequisite Readings:

Blatt, B. (1981) Chapter 10: The Family Papers: A Return to Purgatory. In Blatt, B. In and Out of Mental Retardation (pp. 259-269). Baltimore, MD: University Park Press.

Blatt, B. (1981) Chapter 15: Bureaucratising Values. In Blatt, B. In and Out of Mental Retardation (pp. 327-347). Baltimore, MD: University Park Press.

LEARNING AND VALUES: A Final Word

Kimberly Morehardt

...the most important advantages of losing one's sight - you learn that people's appearances don't matter, and that it's far more important what they are as a person.

(Anne Carter, 11)

I. INTRODUCTION

This chapter is a final thought on the core values of our profession. By now you have learned the technical side of the program.....data collection, evaluation, curriculum design....essential components of teaching an individual. But are you convinced of the underlying values, attitudes and beliefs that shape the way we think and act ?

We hold in our hands the responsibility to educate, not just to teach; to develop a philosophy that will guide the commitment to our work and the people we serve. It is a responsibility that begins first with introspection. It is a time to take a personal look at who we are, as people and what we believe to be important when dealing with others. It is only through an understanding of our values, attitudes and beliefs that we can begin to formulate what we believe is best for the profession.

You have read Christmas in Purgatory and The Family Papers. These documents gave you a glimpse into the philosophy of the profession from the past. They also gave you an idea of where we have been and the need for so much more than technical assistance for the future. No doubt you were unable to draw any parallel between your lifestyle and the lifestyle of the documented individuals. That is good. . . .and yet sad to think that human beings were forced into that way of life by others.

This chapter is designed not to tell you how to think, but to give you one final opportunity to reflect about some very important issues lying at the core of our profession.

The words written below are primarily those of children and young adults.....and it is they who <u>teach us</u> in the end. What you receive is entirely up to you. We hope that through these exercises there will be thought provoking discussions generated with your colleagues, friends and staff that will continue to influence your use of any curriculum. ***In order to use your mind you must go beyond it into your heart.***

• • •

How should I live? How should man live? What is life? Before I suffered from heart trouble I had never thought of such things, so happy a life it seems to me, I had been living. But today I often find myself thinking about how to live.

In my view man should spend each day doing his best to his heart's content. Otherwise man would be, as it were, a breathing doll. I myself am not satisfied with my life, so I am kind of a breathing doll. If I were in good health, I could run about in the playground, or I could go on a trip with my family. If I were strong enough I would go to a high school. As it is, I am in hospital.

Recently, however, I have come to bear a belief like this. Although I am not healthy physically, I am healthy mentally. So I should like to lead a happy, full life reading books or enjoying a variety of things. And I think I will write essays or compose poems for songs. By doing so, I will be able to make my life more fruitful.

(Kaoru Kubota)

You have to eat when they want you to eat. And what they want you to eat. You can't choose. You can't sleep when you want to. And you have to go to bed when they want you to.

At home I'm only handicapped. Here I'm handicapped and in a prison.
(Name withheld)

My hands are part of my body and they are guided by my head...My hands are my best friends; I like them very much, because I have a disabiltiy in my lower limbs. If I didn't have hands, I couldn't walk with crutches so I wouldn't walk at all.

There are hands that start wars and others that make peace. But my hands will never start wars but they will make peace, they will love the people, the poor, and sick and that's how all the hands of the world should be.
(Cecilia, 14)

Hello! I am a disabled boy. I wish to be understood and may I tell you my feelings. We may be disabled but we have abilities too. I always believe the value of life is not measured by the length of life but by what one can achieve during life.

A good friend of mine once said "Life is like a 'comet'. It will light up the whole world, even though it may sparkle and disappear in a second." I wish people would give us the opportunity to reach our potential. I, too, sincerely hope all the disabled could understand the meaning of those words and try their best to contribute to their society.

(Wong Chi Hang, 15)

EXERCISE I

(The following questions are intended to be discussed in a group.....find someone.....your staff or colleagues, and discuss the following questions.)

GROUP DISCUSSION

A.

Some people think the handicapped people should be in institutions and not out but I think that if they can handle themselves, then it should be all right. It bothers me that some people put us in institutions and just throw the key away.

(Margaret Clark: Christmas in Purgatory/Family Papers)

Discussion question:

Define institution and give examples. What does she mean by "throw away the key?"

B.

They wouldn't let me carry a plate. I was still wearing a bib. At seven! At eleven I was still pretty helpless. You can't expect people to start knowing how to dress at eleven when they've been brought up to helpless. Later, I went to a special boarding school for handicapped children. There were a couple of helpers to about fifty people, so you had to do things for yourself. There was a marvelous matron too. When you asked her to do something, she'd say 'do it yourself'. It was a real shock, but you did. But then the school developed. There were three resident doctors, a sick bay, two helpers to every child. I know they've brought in many more severely disabled people, but there are also some who previously have got a glass of water themselves. Now they ask someone.

(David Ruebain, 17)

Discussion question:

What is he implying - how does this apply to your students ?

EXERCISE II

INDIVIDUAL ACTIVITY. *To be completed alone and undiscussed until group reconvenes.*
(Name the specific location or person(s) for each of the following):

1. **Find a bedroom in which you would want to sleep.**

2. **During breakfast, lunch or dinner find a dining room in which you would want to dine.**

3. **Find a bathroom in which you would want to take a shower.**

4. **Find a vehicle that is available to you for transportation as an Oak Hill "resident".**

5. **Find a living room in which you would want to relax and socialize (bring your friends).**

6. **Find two people that you are interested in knowing as friends.**

II. RESPECT AND DIGNITY

It's not the handicapped people who need rehabilitating but the rest of the world. Don't pat on the head, offer help, talk to handicapped people out of pity. Talk to them because you like them. Otherwise don't bother.

(David Ruebain, 17)

I hate people who feel sorry for me, because I don't feel a bit sorry for myself.

(Viviana Ortolan, 18)

I see through your eyes of pity for me
I don't want your pity or your lies
You see my chair instead of me
You see many things wrong with me
. . . instead of me.

(Colleen Henley, 17)

I think my idea of a full life is that I would like to do as many things as I could do and what I wanted to without people telling me what I can and can't do. I think it is important, especially as you get older you must learn to be independent, to do things for yourself.

(Sue Logan, 18)

Many fine special educators have written on the subject of respect and dignity and how critical this is to the life of each individual. You have read Burton Blatt, Marc Gold, Robert Perske, to name a few. So we will not belabor the point as it relates to our profession. Instead it is necessary to examine our own feelings on the topic. Find a group of people and complete the next exercise.....it can be with your staff, relatives, neighbors.....all are a part of the greater environment of learning.

EXERCISE III

Group Activity. *Find a flip chart, or blackboard, or note taker, and with a few folks, explore the following questions and write down your responses.*

1. What does it mean to respect oneself?

2. What are the qualities that make you respect someone else?

3. Do you feel the need to be respected and if so why?

4. What are some of the ways that you show respect to others.

5. What is dignity?

6. What are some examples of disrespect and indignity toward others?

III. THEM AND US

You see my
handicap
first and me last.

(Colleen Henley, 17)

The following are feelings of individuals who have been and continue to be the object of our prejudices....

I would like people to talk to me when I meet them. When people don't know me they won't look at me or talk to me. I wish they would talk to me because I want to talk to them. Sometimes I start to talk to people but they don't listen or talk back to me. I try and stand or sit tall so they will hear me. I want people to talk to me more often because I like people.

(John Wilson, 9)

John is from New Zealand and has cerebral palsy. He dictated these words to his mom because writing takes so long. He has had an operation "which has given him the blessing of being able to walk after-a-fashion, with the help of a walking frame".

Adults who look after people who have the same illness, the same handicap, cannot understand, will never understand that they are all different. We ourselves, what we want to say first of all to the adults who look after us, is that we are forty-eight different personalities. There is no such personality as a muscular dystrophic. Indeed, I have muscular dystrophy with all the characteristics of muscular dystrophy, but I am a person---Francois, Bruno, Thierry, Gildas...

We are above all ourselves, before becoming sufferers of muscular dystrophy; we are individuals with different characters. Just as well, otherwise one would get annoyed; it would be boring; you couldn't learn things, and become absorbed in them.

Here, one sometimes has the impression of no longer having any personality. If I am not regarded as my own self, well then it is not easy to be oneself.

(By a group of children from France)

When many of us go out visiting at the same time, it's called a "dove-release" from our institution. And most of us have difficulty breaking out of the safety that such a group gives. This means we rarely get to know anybody outside the institution. The institution has become our world. But the non-disabled have their own handicap, too; the insecurity towards someone different from themselves. These "different" people don't need to be handicapped. They can be other minority groups - foreign worker, Lapps, and others who cause people to turn and look at them in the street. This can seem frightening or threatening, but it can also cause curiosity which in fact doesn't need to be negative.

But the insecurity can appear in negative ways: mobbing, infantile treatment, selfishness, intolerance. It's also likely that non-disabled get afraid of us because of the noisy and scolding way we behave. But this might be because since we can't claim ourselves physically, the mouth is the only tool most of us can use.

(By a school group from Norway)

Life, of course, could be easier for the handicapped if they were more widely accepted in the community as being actual people, not, as is so often the case as incapable, alienated specimens. The majority are normal people and detest the word 'handicapped' since it immediately classifies them to society as just being organisms. This, in turn, creates disillusionment, resentment, bitterness, insecurity and, above all, embarrassment.

The label is a diminishing factor - it upsets, it degrades.

(Velma Sylvan, 16)

The mass media could do more. It's O.K. to let the disabled participate in presentation-programmes about the disabled, but how often do we see the disabled in other programmes? With the disabled only presented in programmes about themselves we reinforce the prejudice about the disabled as a special group.

(By a group of physically handicapped children)

My first school was a local place for handicapped children, two to seven. They put bibs on you and made you sing "We shall overcome". Pathetic! At the time they were mixing mentally subnormal with physically handicapped kids.

If you are born handicapped you are labelled from birth. You are sent to special schools, special clubs, special holiday centers. You mix only with other handicapped people. You end up believing you are alot more handicapped than you are.

(David Ruebain, 17)

Sometimes I envy those who can go to restaurants and can feed themselves while I have to depend on others to feed me. I also notice people often stare at me, or have a pitiful look on their faces. Personally I don't like people taking pity on me when I am no different than anyone else.

(Cathy Katon, 17)

The handicapped -- what do we stand for in the eyes of the world? Imbeciles? Garbage?

The answer could be concluded from the stare that is cast on us. Certainly it is not full of disgust, but pity and sorrow. Should we not be grateful? No, because we do not want to be treated with sympathy and privilege, but to be looked upon just as one of them.

(Chan Wai Sang, 18)

In my experience people are very frightened of me. They don't know how to act when they are with me. They either ignore me or treat me as if I am a baby.

(Jacqueline Reed, 16)

It costs about 10,000 (English Pounds) a year to keep a child in a handicapped school. That way, wheelchair, deaf or blind kids could cope quite well. The economies behind, the logistics, the social aspect, everything points to the integration of handicapped children into ordinary schools.

I think the benefits wouldn't only be for the handicapped child, but for the ordinary child as well. One of the most important things I've found is that the total lack of ability to communicate is because of the separatism. Ordinary children never see handicapped children and don't know how to deal with them or react to them.

Children normally don't see anyone that's different. So when they do, it comes as a shock. They're afraid of someone different. It's not the physical thing, it's the mentality behind it. It's the mentality that someone who doesn't look or behave according to pattern isn't accepted. Integration is the most important way to aid the handicapped. And don't forget that lots of very mildly handicapped children and children with asthma or epilepsy are needlessly kept in special schools.

(David Ruebain, 17)

The words above are at the core of our profession....they are from our students. Many of the students we work with cannot tell us those things verbally, but they do.....through their actions.....through their eyes. We need to listen....and to respond.

This chapter would not be complete without your listening to one more person on this subject. It is the videotape of a talk given by Marc Gold at a Values Workshop held in Pittsburgh almost two years ago. He is introduced by Bob Perske, another notable in the profession who has strongly advocated for human respect and dignity. It is the last tape made by Marc Gold, who died of Hodgkins disease shortly after this conference. It is a powerful tape because of that fact....and because of his words. Go and listen to it.

In order to use your mind you must go beyond . . . . . into your heart. . . . . .

TEST YOUR KNOWLEDGE

The questions on the following pages were adopted from those used by staff of the Connecticut Data-Based Model (Powell, et al, 1985). The intent is to determine to what degree you have understood the concepts and procedures set forth in this Manual and through other readings.

Complete the questions and share your answers with your educational supervisor or "Coach" who has been working with you on this project. "Passing" is determined and based upon the concept of the "Ultimate criterion of functioning" !

PHILOSOPHY & EDUCATIONAL DESIGN

(Use the reverse side or separate paper if additional space is required for your answers)

1. Describe principles of normalization and least restrictive environment. Give examples.

2. Why don't "institutions" work?

3. Define:
   A. Criterion of ultimate functioning.
   B. Community referenced instruction
   C. Partial participation
   D. Natural proportions.

4. Design an activity to enhance integration and community involvement with students who are severely handicapped.

5. Describe some components of a functional educational program.

6. Describe the "Transdisciplinary Model" and the roles and responsibilities of professionals.

CURRICULUM

1. Write an instructional objective for a student IEP in the following domains.

   A. Domestic
   B. Vocational
   C. Leisure
   D. Community

2. Give an example of an *age-appropriate* leisure activity for:

   A. Preschool student, 3-5 years old.
   B. 10-12 years old
   C. 18-21 years old

3. List some possible *environments* in the:

   A. Community domain
   B. Vocational domain

4. List some functional skills that can be taught to a 10 year old student who is severely handicapped.

INSTRUCTION

1. Write a sample behavioral objective for planting a garden.

2. Write a task analysis for a self-care skill (15 year old student).

3. Give examples of potential *reinforcers* for:

   A. 7-year old student.
   B. 16-year old student.

4. Give examples of the following prompts:

   A. Verbal
   B. Cues (gestures)
   C. Modeling
   D. Partial physical
   E. Full physical

5. Name two different reinforcement strategies used during instruction.

6. Describe the *benefit* of programming:

   A. One to one
   B. Large group
   C. Community

7. Describe 2 ways to increase student behavior.

8. Describe 2 ways to decrease student behavior.

9. Name 3 *Normalization* considerations in developing a toilet training program for a 12 year old student who is severely handicapped.

ASSESSMENT/DATA ANALYSIS

1. Describe and give examples of an *Ecological Inventory.*

2. Define the following methods of data recording:

   A. Frequency (rate)
   B. Duration
   C. Interval (partial, whole)
   D. Performance scoring

CLASSROOM ORGANIZATION

1. Describe a *domain centered* program.

2. Describe the roles of the following:

   A. Teacher
   B. Instructor
   C. Related Services Professionals
   D. Director (Program Supervisor)

3. Describe functional scheduling for the following programs:

   A. Table setting
   B. Toothbrushing
   C. Dressing/Undressing

4. List 4 *age appropriate* large group activities for a 9-year old student.

5. List 3 programs that call for one on one training.

BEHAVIOR MANAGEMENT

1. Name *3 aspects* of the environment that can be analyzed in determining a need for behavior management. (There are 11.)

2. Write an example of the A-B-C pattern.

3. Give three examples of a *Level I* behavior management program.

4. Give three examples of a *Level II* behavior management program.

APPENDICES:

- Jargon / Terms — A
- Prerequisite Readings Summary — B
- Additional References — C
- Sample Forms — D

JARGON/TERMS

AGE APPROPRIATE. Refers especially to choosing activities/skills that match the chronological age of the student, not the Mental Age (MA), in order to achieve least restrictive and normal community based programming.

AVERSIVE PROCEDURES. The planned use of an event which may be unpleasant, noxious or cause discomfort to alter the occurence of a specific behavior.

BASELINE. The measurement of a behavior, taken under normal circumstances, that is obtained prior to the initiation of a program to change that behavior.

BEST PRACTICES. Set of most appropriate procedures to be followed.

CRITERION OF ULTIMATE FUNCTIONING. Phrase "coined" by Lou Brown which challenged educators to ask the question "For what ultimate purpose was this activity being used or trained ?". If the answer didnot meet a functional outcome, then there was a question re its use.

DATA BASE(D). Generic term often used to define a community based, least restrictive educational program. However, in reality, the term merely refers to a data oriented program that is accountable for program and student changes.

DOMAINS. Refers to areas of a curriculum to be included in instructional programs: domestic, community, vocational.

ECOLOGICAL INVENTORY. Refers to a document that specifies the sequences of behaviors that reflect the actual skills necessary to participate within a variety of environments.

EMERGENCY INTERVENTION. The actions staff take in response to a situation in which a student's behavior threatens the health or safety of self or others.

FADING. Reducing prompt levels by using a systematic approach which encourages more initiation of a behavior, and decreases dependence upon assistance.

FORWARD CHAINING. A procedure in which the first response in a behavior chain is taught first and the last response is taught last.

FUNCTIONAL SKILLS. Those skills that ensure greater levels of independence.

GENERALIZATION. The ability to utilize a skill or understand a concept in novel situations. Skill generalization follows the "rule of 3s".....teach in 3 environments with 3 persons, using 3 sets of materials and 3 different cues.

GOOD PRACTICE BOARD. Refers to OHS suggested procedure which clearly identifies the "Best practices", or general procedures that should be used in the classroom (e.g. always talk and sign; be sure and record trial data, etc.).

IEP. Individualized Education Program guaranteed by P.L. 94-142 for all individuals with handicaps who are school age.

INSTRUCTIONAL PROGRAMS. The actual task analysis and reinforcement schedules written for priority programs for students.

MASTER SCHEDULE. A schedule that specifies trainers, activities and times for working with students in programs for each group.

NATURAL ENVIRONMENTS. Refers to environments of learning which match the activity to be learned, e.g. learning of dressing to occur in a bedroom or bathroom; eating to occur in a cafeteria, snackbar, restaurant, etc.

NATURAL PROPORTIONS. Refers to programming and grouping of students in size that is normal and proportionate to what exists in the community, e.g. 1-2 students going into a store or restaurant or party, not busloads. Respecting natural proportions will increase the successful integration of students with disabilities into the community.

NORMALIZATION. Refers to working with students with severe handicaps in situations as close to normal as possible. This entails making available to them patterns and conditions of everyday life that are as close as possible to the mainstream of life.

OPERANT CONDITIONING. Systematic application of rules or principles of learning which indicate that operant behavior is shaped and maintained by its consequences.

PARTIAL PARTICIPATION. Refers to the principle which suggests that a person can participate in every task, at least "partially" (i.e. hand over hand, with physical/verbal prompts).

PPT. Planning and Placement Team meeting at which the IEP is formalized.

PRIORITY PROGRAM. Instructional area that is targeted by the Transdisciplinary team as being a priority for that student.

PROGRAM REVIEW COMMITTEE. Defined by OHS Human Rights Committee as a group of professionals responsible for reviewing behavior management procedures on a monthly basis.

PROMPT DEPENDENT. A situation in which a student relies upon verbal/physical prompts in order to accomplish tasks.

PROMPTING. Technique by which a range of instructional stimuli antecedent behaviors may initially need to be provided in order to direct the student toward the performance of a desired response.

REDIRECTION. A technique by which a student is prompted to another activity which may be incompatible with a negative behavior, e.g. Redirecting a student who is hitting his head with his fist to throwing a ball.

ROLE RELEASE. A term used in the transdisciplinary process whereby professionals release, through training, their role to others in the educational process, i.e. a PT training staff to position appropriately a child at meals.

SHAPING. Involves the development of new behaviors by reinforcement of successive approximations of better and better attempts at a complex response.

SHIFT TO SHIFT COMMUNICATION. Refers to an OHS notebook which is maintained on-campus in the dorms that transfers communiques on students/programs to all shifts of staff.

SOCIAL ROLE VALORIZATION. Refers to Wolfensberger's new term for "normalization" !

SOPs. Refers to Standard Operating Procedures that are in effect in each classroom.

STUDENT NOTEBOOKS. An OHS system which pulls together all information on a student.

TARGET BEHAVIOR. A behavior selected to be increased or decreased, removed or initiated through the use of a behavior change program.

TASH. The Association for Persons with Severe Disabilities which is an advocacy, professional organization composed of teachers, therapists, administrators, specialists, legislators and parents whose purpose is to assist in developing least restrictive and quality programs for individuals with severe disabilities.

TASK ANALYSIS. A breakdown of a complex behavior into its component parts so that each step of the task is small and achievable.

TRAINER SCHEDULE. Just as the name implies, it is a schedule of staff who are assigned to work with specific individuals on specific tasks during the day.

TRANSDISCIPLINARY. A service delivery system in which team members (e.g. parents, teachers, physical and occupational therapists, speech/language specialists, doctors, etc.) share their knowledge and skills to facilitate the development of more comprehensive programs, and more consistent program implementation.

PREREQUISITE READINGS SUMMARY

CHAPTER I

Blatt, B & Kaplan, F. (1974). Christmas In Purgatory. New York: Human Policy Press.

Blatt, B & Bogdan, R. Biklen, D. & Taylor, S. (1977). From Institution to Community: A Conversion Model. In E. Sontag, J. Smith & N. Certo (Eds.), Educational Programming for the Severely and Profoundly Handicapped (pp. 40-52). Virginia: CEC MR Division.

Brown, L., Nietupski, J. & Hamre-Nietupski, S. (1976). Criterion of Ultimate Functioning. In M.A. Thomas (Ed), Hey Don't Forget About Me (pp. 2-15). Virginia: CEC.

Falvey, M.A. (1986). Introduction. In M.A. Falvey, Community Based Curriculum (pp. 1-12). MD: Paul Brookes, Inc.

Perske, R. (1980). New Life in the Neighborhood. Nashville: Abingdon Press.

Wolfensberger, W. (1980) Definition of Normalisation: Update, Problems, Disagreements and Misunderstandings. In R.J. Flynn, K.E. Nitsch (Eds), Normalization, Social Integration, and Community Services (pp. 71-115). Maryland: University Park Press.

CHAPTER II

Peterson, C.P. (1980) Support Services. In Wilcox, B. & York, R. (Eds.) Quality Education for the Severely Handicapped: The Federal Investment (pp. 136-163). U.S. Dept. of Education: Office of Special Education, Division of Innovation and Development.

CHAPTER III

Brown, L., Branston, M.B. Hamre-Nietupski, S., Pumpian, I., Certo, N. & Gruenewald, L. (1979) A Strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. Journal of Special Education, 13 (1), 81-90.

CHAPTER V

Foxx, R.M. Chapters 1,6,7: Behavioral Objectives, Shaping, Prompting and Fading. In R.M. Foxx, (1984) Increasing Behaviors of Severely Retarded and Autistic Persons (pp. 1-8;71-78;81-92). Champaign, ILL: Research Press.

Powell, T., et al (1985) Chapter 10: Data Collection, Graphing and Analysis. In Powell, T., et al Connecticut's Data Based Training Manual.

CHAPTER VII

Blatt, B. (1981) Chapter 10: The Family Papers: A Return to Purgatory. In Blatt, B. In and Out of Mental Retardation (pp. 259-269). Baltimore, MD: University Park Press.

Blatt, B. (1981) Chapter 15: Bureaucratising Values. In Blatt, B. In and Out of Mental Retardation (pp. 327-347). Baltimore, MD: University Park Press.

ADDITIONAL REFERENCES

Baldwin, V. I. (1976). *Curriculum Concerns.* In M.A. Thomas (Ed) Hey, don't forget about me (pp. 64-73). Reston, VA: CEC.

Biklen, D. (1979). *Let our children go.* Syracuse, NY: Human Policy Press.

Blatt, B., Kaplan, F. (1974). *Christmas in purgatory.* Syracuse, NY: Human Policy Press.

Blatt, B., Izolins, A., McNally, J. (1979). *The family papers: A return to purgatory.* New York, NY: Longman Inc.

Blatt, B. (1981). *In and out of mental retardation.* Baltimore: University Park Press.

Certo, N., Haring, N., York, R. (Eds) (1984). *Public school integration of severely handicapped students.* Baltimore: Paul Brookes Pub. Co.

Falvey, M. A. (1986). *Community based curriculum.* Baltimore: Paul Brookes Pub. Co.

Flynn, R. J., Nitsch, K. E. (Ed.) (1980). *Normalization, social integration, and community services.* Baltimore: University Park Press.

Gold, M. W. (1980). *Did I say that? Articles and commentary on the try another way system.* Champaign, IL: Research Press.

Gold, M. (1980). *Try another way.* Champaign, IL: Research Press.

Mager, R. F. (1972). *Goal analysis.* Belmont, CA: Fearon Pitman.

Mager, R. F. (1975). *Preparing instructional objectives.* Belmont, CA: Pitman Learning.

Pawelski, C. E., Groveman, A. B. (1982). *The community based model for life skills training.* The Pointer, 26 (4), Summer, 21-25.

Perske, R. (1980). *New life in the neighborhood.* Nashville: Abingdon Press.

Peters, T. J., Waterman, R. H. (1982). *In search of excellence.* New York: Warner Books.

Powell, T., Rainforth, B., Hecimovic, A., Steere, D. E., Mayes, M. G., Zoback, M. S., Singer, A. L. T. (1985). *Connecticut's data-based model training manual.* Storrs, CT: University Affiliated Program, University of Connecticut.

Sears, C. (1981). *The transdisciplinary approach: A process for compliance with public law 94-142.* TASH, 6 (1), Spring.

Skinner, B.F. (1968). *The technology of teaching.* Englewood Cliffs, NJ: Prentice-Hall.

Sontag, E., Smith, J., Certo, N. (Eds) (1977). *Educational programming for the severely and profoundly handicapped.* Reston, VA: CEC: MR Division.

Sulzer-Azaroff, B., Mayer, G. R. (1977). *Applying behavior analysis procedures with children and youth.* New York: Holt, Rinehart & Winston.

Vargas, J. S. (1972). *Writing worthwhile behavioral objectives.* New York: Harper & Row.

Wilcox, B., York, R. (Eds) (1980). *Quality education for the severely handicapped.* U.S. Dept. of Ed., Office of Spec. Ed., Division of Innovation & Development.

York, J., Long, E., Caldwell, N., Brown, L., Albright, K. Z., Rogon, P., Shiroga, B., Marks, J. (1985). *Teamwork strategies for school and community instruction.* Paper supported by Grant no. 6008.302977 to the University of Wisconsin, Madison, and Madison Metropolitan School District.

SAMPLE FORMS

1 Transdisciplinary Meeting Agenda Sheet

2 Special Services Sheet

3 Ecological Inventory

4 Instructional Program Planning Sheet

5 Class Schedule (Trainer Sheet)

6 Priority Instructional Programs

7 Additional Instructional Programs

8 Instructional Program Notes

9 General Information Cover Sheet

10 Good Behavior Sheet

11 Medical Information (Student Notebook)

12 Data Sheets (1-5)

13 Classroom Observation Evaluation

14 Classroom Observation Eval Explanations

15 Student Notebook Contents Checklist

16 Student Notebook Contents Checklist (2)

17 Monthly Progress Report Sheet

18 Quarterly Report Sheet

19 In-Service Training Record

20 Shift to Shift Communication Sheets

TRANSDISCIPLINARY TEAM AGENDA

CLASSES: _____

DATE OF MEETING: _____ TIME: _____

A G E N D A I T E M S

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

OAK HILL SCHOOL
SPECIAL SERVICES

_____ has a PPT scheduled for

_____ at _____o'clock.

Specialists:

Physical Therapist _____

Occupational Therapist _____

Speech Therapist _____

Mobility Specialist (Low Vision Services) _____

Possible Recommendations Include:

Integrated Therapy
Direct Therapy
Isolated Therapy
Diagnostic Therapy
Referral: reason _____
Evaluation
No Services Indicated

(check ( ) block if you will be attending the PPT)

Physical Therapy ☐	Occupational Therapy ☐
Speech Therapy (Audiology) ☐	Orientation and Mobility (Low Vision Services) ☐

SPECIAL SERVICES SHEET
DEFINITION OF TERMS

GIVENS: Responsibilities Not Specified On Sheet:

1. The therapist is member of the educational team and will be attending transdisciplinary team meetings for each class in the Unit.

2. The therapist is available to any teacher/staff member to discuss any student regardless of whether that student is scheduled for services

DEFINITION OF TERMS:

1. Integrated Therapy:	consultation services to teacher and classroom staff. This allows therapist to have input to the student's programs regarding special theraputic considerations.
2. Direct Therapy:	therapist will work directly with with student in a functional setting (classroom, dorm, dining room, etc.
3. Isolated Therapy:	direct therapy away from the student's usual environment e.g., in the therapy room.
4. Diagnostic Therapy:	direct therapy provided by the therapist on a short-term basis. A "sunset date" will be specified. This allows the therapist a period of diagnostic "teaching" before staff training for integrated therapy.
5. Evaluation:	recommendation that a full evaluation be administered, e.g., an audiological evaluation, low vision evaluation, etc.
6. No Services Indicated	no services are indicated at this time. See GIVENS for participation of therapist in student's programs.

On the SPECIAL SERVICES SHEET each therapist will note the recommended service or services delivered, for example, perhaps the therapist will be delivering both direct services and integrated services to that student. This would be noted in the appropriate block as "direct/integrated.

DOMAIN:	STUDENT:	DATE:	UNIT:
ENVIRONMENT	SUBENVIRONMENT	ACTIVITIES	SKILLS
1	A	1A	1
		2A	2
	B	1B	3
		2B	4
			5
			6
			7
			8
2	A	1A	1
		2A	2
	B	1B	3
		2B	4
			5
			6
			7
			8
3	A	1A	1
		2A	2
	B	1B	3
		2B	4
			5
			6
			7
			8
4	A	1A	1
		2A	2
	B	1B	3
		2B	4
			5
			6
			7
			8

EFL:dr
10/85

OAK HILL PROJECT
INSTRUCTIONAL PROGRAM PLANNING COVER SHEET

Student:_____ Unit:_____ Teacher:_____

Objective:_____

Start Date:_____ Generalization Date:_____ (estimate) Maintenance Date:_____ Finish Date:_____

Date	Grouping	Materials	Environment	Initial Instructions and Prompts	Correct Response	Reinf. & Sched.	Time Delay & Correct.	Data Type	Program Times	Data Taken	Criter. Master.

Program Phases/Task Analysis/Script

GENERALIZATION

PEOPLE	PLACES	MATERIALS	PROMPTS	TIME

EFL:dr
10/85

FORM 2A

CLASS SCHEDULE

Unit: _____

TEACHER: _____ INSTRUCTOR: _____

TIME	SKILL/LOCATION	TRAINER 1	TRAINER 2	TRAINER 3	NOTES

Page_____ of_____

OAK HILL SCHOOL
HARTFORD, CT 06112

PRIORITY INSTRUCTIONAL PROGRAMS

STUDENT:_____ SCHOOL YEAR:_____

UNIT:_____ TEACHING TEAM:_____

LONG TERM GOAL:_____

OBJECTIVES	FINAL MASTERY CRITERIA	SKILL AREA	PRIMARY DISC.	DATE BEGIN	FREQ. ASSESS.

EFL:dr
08/86

Page _____ of _____

OAK HILL SCHOOL
HARTFORD, CT 06112

ADDITIONAL INSTRUCTIONAL PROGRAMS

STUDENT: _____ SCHOOL YEAR: _____

UNIT: _____ TEACHER: _____

The following areas will be part of _____'s education program at Oak Hill School. These objectives will be stressed throughout the Instructional day, but will be less formal than Priority Instructional Programs.

DOMAIN	OBJECTIVES	SKILL AREA	PRIMARY DISCIPLINE
DOMESTIC			
COMMUNITY			
VOCATIONAL			

EFL:dr
05/86

OAK HILL PROJECT
INSTRUCTIONAL PROGRAM NOTES

Student:_____ Teacher:_____ Class:_____

DATE	NOTE	SUGGESTED CHANGE	INITIALS

EFL:dr
09/85

OAK HILL SCHOOL
GENERAL INFORMATION

Date:_____

Student:_____ Class:_____ Teacher: _____

Date of Birth: _____

Parents/Guardian: _____

Home District: _____

Reinforcers

Primary	Social	Activity
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special Medical Concerns:_____

_____

_____

Vision Information:_____

_____

_____

Glasses: Yes / No (circle one)

Hearing Information:_____

_____

Communication Mode:_____

_____

Behavior Management:_____

_____

Target Behaviors:_____

Typical Correction:_____

EFL:dr
09/85

OAK HILL PROJECT
GOOD BEHAVIOR SHEET

Student:_____ Date:_____

Teacher:_____ Class:_____

These are the positive behaviors the student presently exhibits:

Behaviors	Suggested Reinforcer

Behaviors to be: Ignored / Redirected (circle one)

When does the student typically behave well?

Who does the student enjoy being with?

General Comments

EFL:dr
09/85

MEDICAL INFORMATION

STUDENT NAME_____. Check areas that apply:

____MEDICATION: Administration times_____

_____

Student brought to infirmary at _____ for meds.

How are meds administered?

____Water ____Juice ____Apple sauce

____Other: _____

____ALLERGIES, DRUGS OR FOOD:_____

_____

_____

_____

_____

____SPECIAL MEDICAL CONCERNS:_____

_____

_____

_____

____SEIZURES: ____Controlled

Description: _____

_____

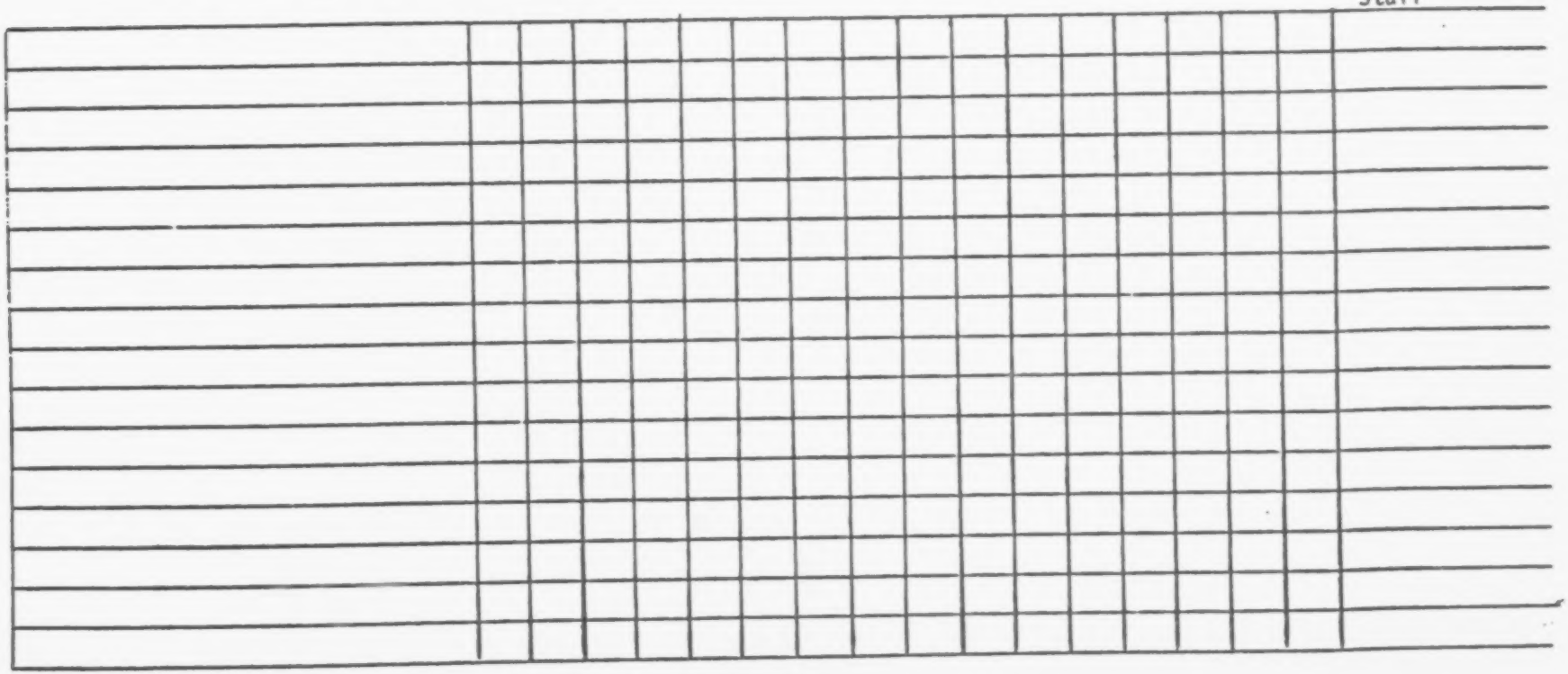
_____

CAK HILL PROJECT
DATA SHEET - TYPE 1

Data Type: Frequency
Duration
Performance

Student:_____ Program:_____ Start Date:_____

Legend:_____



NOTES

EFL:dr
09/85

OAK HILL PROJECT
DATA SHEET _ TYPE 2

Data Type: Frequency
Duration

Student:_____ Program:_____ Start Date:_____

Legend:_____

Date	Time	Step	Trainer									Comments

OAK HILL PROJECT
DATA SHEET - TYPE 3

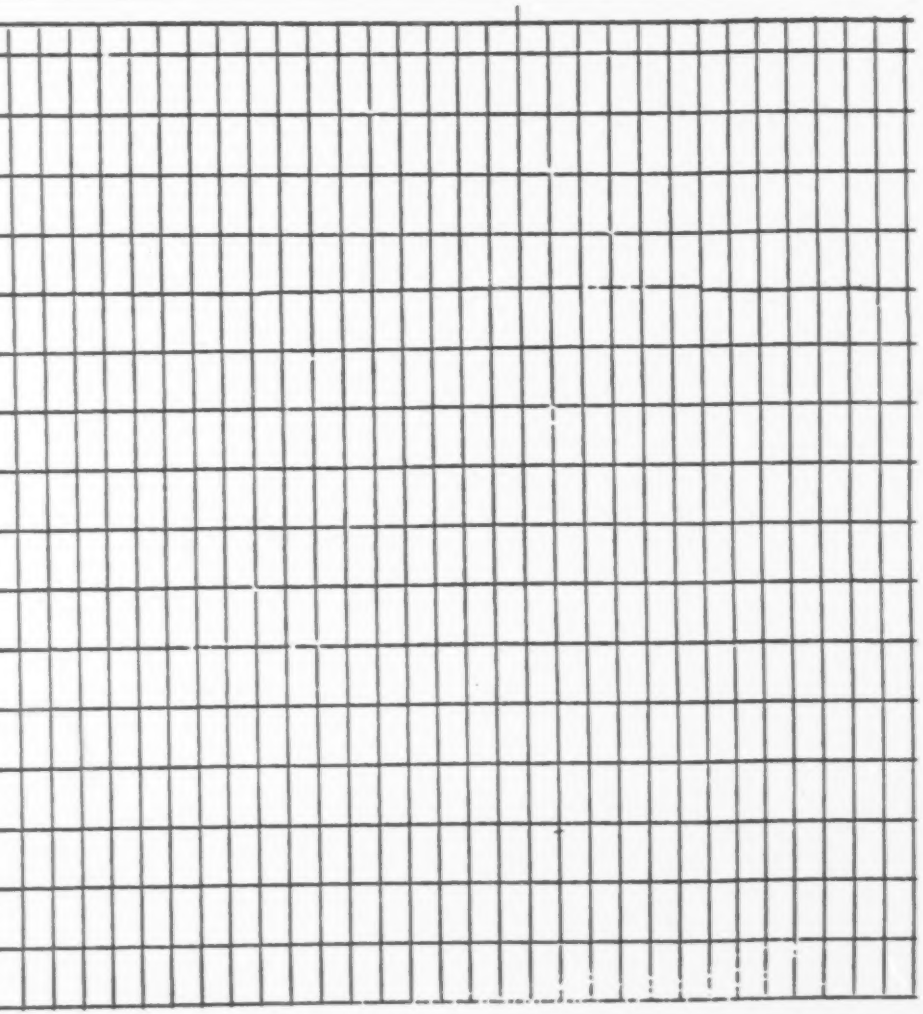
Interval

Student:_____ Program:_ _____ Start Date:_____

Recording Type: Whole_____ Partial:_____

Legend:_____

Date	Time	Staff	Behaviors



EFL:dr
09/85

OAK HILL PROJECT
INSTRUCTIONAL DATA SHEET TYPE 4 - TRIAL

Data Type: Frequency
Duration
Interval
Performance

Student:_____ Program:_____ Start Date:_____

Legend:_____

TRIALS	TOTAL	DATE	GRAPH	COMMENTS/STAFF
1				

EFL:dr
09/85

D.12

OAK HILL PROJECT
DATA SHEET TYPE 5

Student:_____Start Date:_____Month:_____

Toilet Training Procedures:_____

Legend: O = No results D = Dry when checked U = Urinate B = BM

Time Interval	Training Conducted	SU	M	TU	W	TH	F	S	SU	M	TU	W	TH	F	S

RFL/dr
09/85

Number Possible

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
01	100	50	33	25	20	17	14	13	11	10	09	08	08	07	07	06	06	06	05	05	05	05	04	04	04	04	04
02		100	67	50	40	33	29	25	22	20	18	17	15	14	13	13	12	11	11	10	10	09	09	08	08	08	07
03			100	75	60	50	43	38	33	30	27	25	23	21	20	19	18	17	16	15	14	14	13	18	12	12	11
04				100	80	67	57	50	44	40	36	33	31	29	27	25	24	22	21	20	19	18	17	17	16	15	15
05					100	83	71	63	56	50	45	42	38	36	33	31	29	28	26	25	24	23	22	21	20	19	19
06						100	86	75	67	60	55	50	46	43	40	38	35	33	32	30	29	27	26	25	24	23	22
07							100	88	78	70	64	58	54	50	47	44	41	39	37	35	33	32	30	29	28	27	26
08								100	89	80	73	67	62	57	53	50	47	44	42	40	38	36	35	33	32	31	30
09									100	90	82	75	69	64	60	56	53	50	47	45	43	41	39	38	36	35	33
10										100	91	83	77	71	67	63	59	56	53	50	48	45	43	42	40	38	37
11											100	92	85	79	73	69	65	61	58	55	52	50	48	46	44	42	41
12												100	92	86	80	75	71	67	63	60	57	55	52	50	48	46	44
13													100	93	87	81	76	72	68	65	62	59	57	54	52	50	48
14														100	93	88	82	78	74	70	67	64	61	58	56	54	52
15															100	94	88	83	79	75	71	68	65	63	60	58	56
16																100	94	89	84	80	76	73	70	67	64	62	59
17																	100	94	89	85	81	77	74	71	68	65	63
18																		100	95	90	86	82	78	76	72	69	67
19																			100	95	90	86	83	79	76	73	70
20																				100	95	91	87	83	80	77	74
21																					100	95	91	88	84	81	78
22																						100	96	92	88	85	81
23																							100	96	92	88	85
24																								100	96	92	88
25																									100	96	93
26																										100	96

Put ✓ next to % if spaces were left blank

CLASSROOM OBSERVATION

Teacher:_____ Dates:_____

Observer:_____ Times:_____

Rating: 4-Excellent 3-Good 2-Fair 1-Poor 0-Not Demonstrated NA-Not Applicable

	SCORE
A. Envirnoment 1. Use of materials 2. Accessibility of materials 3. Classroom arrangement	
B. Curriculum 1. Age-appropriate 2. Student Groupings 3. Student/staff ratio	
C. Instruction 1. Goals/Objectives specified 2. Prompts (verbal modeling, cuing, physical assistance) 3. Reinforcers used 4. Correction procedures 5. Data collected 6. Positioning	
D. Scheduling 1. Functional Student schedules 2. Teacher/Instructor schedules	
E. Behavior Management 1. Procedures defined 2. Procedures implemented 3. Appropriate behavior reinforced 4. Data recorded	
F. Community 1. Adequate number of community trips 2. Locations 3. Staff/student appropriate ratio 4. Transportation	
G. Related Services 1. Utilization of related services 2. Scheduling 3. Location 4. Integration	

COMMENTS ON BACK

"New" Classroom Observation Form

Time: Observation should be approximately 30 minutes.

Rating:

4 Excellent: Teacher/staff are implementing schedule, programs, data etc. according to formal data system.

3 Good: Programs are being implemented, element specified is apparent.

2 Fair: Element of observation is apparent, but not as well as it could be.

1 Poor: Element is apparent, but inappropriate.

0 Not Demonstrated: Element of observation not observed.

NA Not Applicable for reasons of location, skill, etc.

Environment

1. Use of materials: Are materials appropriate to the skill?
2. Accessibility: Is teacher/assistant prepared with all materials in close proximity.
3. Classroom arrangement: Are students positioned well, is furniture, etc. condusive to teaching?

Curriculum

1. Age-appropriate: Are the students using materials their non-handicapped peers would use? Is it adapted for them?
2. Student Groupings: Are the groups maximizing teacher input, student participation?
3. Student/staff ratio: Is ther adequate staffing in the room?

Instruction

1. Goals/objectives specified: Are the formal programs being run, as seen on data sheets.
2. Prompts: Are staff using verbal modeling, cuing, physical assistance as needed and indicated on programs?
3. Reinforcers Used: Are staff reinforcing behaviors correctly? Is there reinforcement going on?
4. Correction procedures: Are corrections being implemented as specified in formal programs?
5. Data collected: Are data being taken for any programs during observation?
6. Positioning: Are students positioned for program in appropriate manner (based on PT/OT input)?

Scheduling	1.	Functional student schedules: Does it flow in a "normal" rythm?
	2.	Teacher/Instructor schedules: Are master and daily schedules being followed?
Behavior Management	1.	Procedures defined: Is there a program?
	2.	Procedures implemented: Are staff following the program?
	3.	Appropriate behavior reinforced: Are staff reinforcing the positive behaviors?
	4.	Data recorded: Are staff recording data?
Community	1.	Adequate number of community trips: Are they scheduled so that all students have the opportunity to learn in the community?
	2.	Locations: Are they going to appropriate places?
	3.	Staff/student appropriate ratio: Appropriate to community?
	4.	Transportation: specific means, appropriateness
Related Services	1.	Utilization of related services: Is there obvious input?
	2.	Scheduling: Have the therapists, support staff been with the class?
	3.	Location: Where is the therapy being done? Is it in an appropriate location?
	4.	Integration: Are therapies integrated into programs?

Comments should include positive feedback first. Recommendations should follow, with deadlines for corrections indicated.

EFL:dr
11/6/85

STUDENT NOTEBOOK CHECKLIST

STUDENT:_____

A. GENERAL INFORMATION				
Form A				
Good Behavior Sheet				
Behavior Mgmt Plan				
B. ASSESSMENTS				
Current IEP/Assessments				
Camelot/TARCs				
Therapist Evaluations/Summary				
Ecological Inventory				
Progress Reports				
C. SCHEDULES				
Master				
Trainer				
Daily				
Location				
D. MEDICAL				
E. INSTRUCTIONAL PROGRAMS				
F. DATA/GRAPHS				
Baseline data				
Graphs				
G. GENERAL COMMUNICATION				
H. THERAPY NOTES				

STUDENT NOTEBOOK CONTENTS

A. GENERAL INFORMATION

B. CURRENT IEP/ASSESSMENTS

C. SCHEDULES

D. MEDICAL INFORMATION

E. INSTRUCTIONAL PROGRAMS

F. GRAPHS/DATA

G. COMMUNICATION

H. THERAPY NOTES

MONTHLY PROGRESS REPORT
PRIORITY INSTRUCTIONAL PROGRAMS

Oak Hill School
Hartford, CT 06112

Student:_____ Teacher:_____

Objective:_____

Date	# of Sessions	Progress Y/N	Data	# of Changes	Mastery Y/N	Supervisor/ Consultant Input Y/N	Do you Need Help?	Comments

EFL:dr
05/86

OBJECTIVES	Date _____to_____	_____ to _____	_____ to _____	_____ to _____
1.				
2.				
3.				
4.				

08/86

QUARTERLY REPORT ADDITIONS

OAK HILL SCHOOL

IN-SERVICE TRAINING RECORD

D.19

CODE

TITLE OF SEMINAR: _____

INSTRUCTOR: _____

TITLE: _____

LENGTH OF SESSION: _____

GENERAL OUTLINE OF SEMINAR

CW	PERSONS ATTENDING (Please Print)	TITLE	DATE

Person Conducting/Verifying Attendance:

_____ _____

Name/Title Date

0070A

GUIDELINES FOR THE USE OF THE SHIFT TO SHIFT COMMUNICATION NOTEBOOKS

The use of the shift to shift communication notebooks on a 24-hour basis, by three shifts of staff, will insure better communication of important information. These notebooks will be used in Primary and Secondary Schools. The following guidelines should be useful to help clarify the types of relevant information that should be noted in each section.

There is a "Shift to Shift Communication Sheet" for each day of the week, having 9 sections to complete. At the end of a 7-day period, the teacher of the group, who has checked the sheets on a daily basis, will collect the 7 sheets and file them. Staff are asked to fill in relevant information about students in the appropriate section. If there is nothing to note, staff should write "okay" to indicate there is nothing that needs to be communicated. Just as in the night report sheets, there are spaces at the bottom of the sheet to put that shift's staff initials and (printed) name. When staff make notations in the individual sections, they should initial that entry in case further communication is needed. It is important that staff put the notebook back in its designated sport after each use so that the next shift know automatically where to get the notebook, i.e. whether in the dorm or the classroom on the desk (so that floaters/subs know where to find the sheets and student information).

Examples of the type of inromation that should be communicated in each section:

MEDICAL

- **Any seizure activity (this information would also be put in class seizure logs);**
- **Unusual BM activity (diarrhea, constipated, difficulty having BMs or urinating);**
- **Vomiting**
- **Earaches**
- **ANYTHING IRREGULAR !!! Your observations are important.**

BEHAVIOR

Many of our students have individual behavior programs for which data is recorded on separate data sheets, which still needs to be done for complete data collection. To continue that process, 1st and 2nd shifts should fill out individual data sheets in the class and the dorm. They should also note the student's behavior during their shift on the information sheet. Because 3rd shift does not always know of the exact whereabouts of data sheets, they should make entries of the need for any need of (physical emergency) restraint as needed or other types of behavior that was of concern. Teachers or Instructors would then transfer this data to their own data sheets.

- **1st and 2nd shifts will note general behavior and any abnormal behavior;**
- **3rd shift would note any restraint/hyperactivity or other behavior notes;**

****CONCERNS RE EMOTIONAL STATUS OF STUDENT*****

+ **Any observations of unusual moods or concerns about student's possible reaction to a situation, i.e. student supposed to go home/on a field trip, but it was cancelled, etc.**

+ **Crying;**
+ **Hyperactivity;**
+ **Seems unusually quiet, withdrawn;**
+ **Irritable;**

APPEARANCE OF ENVIRONMENT

Observations about the neatness/state of dorm rooms or classrooms, i.e. everything is orderly or things are not put away, etc.

TOILETING CONCERNS

+ **Diarrhea, constipation;**
+ **Given/needs enema (per directions of the Infirmary);**
+ **Is urinating more than usual;**
+ **Having a difficult time toileting due to discomfort;**
+ **Needs fluids to help constipation;**
+ **Needs diapers to be changed more frequently;**

FOOD INTAKE

+ **Student didn't eat (name meal);**
+ **"No appetite";**
+ **Needs special diet (fluids, jello, borth, etc.) due to Infirmary's orders;**
+ **Student is excessively thirsty;**
+ **Having difficulty chewing;**

It's IMPORTANT to also notify the Infirmary if there are areas of concern.

SPECIAL EVENTS OR THINGS TO KNOW

+ **Family is coming or has visited;**
+ **Special recreational activities attended or scheduled in a shift;**
+ **Parents called (give message);**
+ **Visitors came on campus to visit;**
+ **Nice interaction between students and/or staff (that is exceptional);**

EQUIPMENT REPAIR/CHANGES

+ **Wheelchairs need attention;**
+ **Wheelchairs were washed;**
+ **Splints;**
+ **Any dorm/class maintenance issues;**

OTHER

+ **No regular staff assigned to group;**
+ **Couldn't find a needed item;**

The following STUDENT INFORMATION SHEETS will be:

1. Color coded according to areas (Example: Bathing = Blue, Toileting = yellow, etc.)

2. Dividers will be labeled according to student names in alphabetical order.

3. Location of Book: In classroom, suggest on a rack near the door above the light switch. In dorm: on shelves on each dorm floor (Russell Hall - on the linen closet shelves).

4. Notebook made by EPAs and distributed to each teacher; final copy within the unit.

5. Glossary of definitions in back of notebook (Example: Transfer, Trailing, Sighted Guide, Cock Up Splint).

6. Notebook is to be used as a reference, not a teaching tool!

7. Student picture to be included with each profile.

Date: _____ SHIFT TO SHIFT COMMUNICATION Group: _____

	A.M. 7-3	Staff Init.	P.M. 1-9 2-10 3-11	Staff Init.	Late Night 11-7	Staff Init.
Toileting Concerns						
Food Intake						
Spec. Events or Things to Know						
Equipment/ Repair Changes						
Other						

Initials	Staff's Name (Print)	Initials	Staff's Name (Print)	Initials	Staff's Name (Print)
	203				204

D.2b

Date: _____ SHIFT TO SHIFT COMMUNICATION Group: _____

	A.M. 7-3	Staff Init.	P.M. 1-9 2-10 3-11	Staff Init.	Late Night 11-7	
MEDICAL						
BEHAVIOR						
Concerns re:Emotional Status of Students						
Appearance of Environment						

Initials	Staff's Name (print)	Initials	Staff's Name (print)	Initials	Staff's Name(print)
	205				206

p.20

LOCATION OF DORM ROOM AND FLOOR

GROUP_____ TEACHER_____

STUDENT NAME	DORM ROOM	DORM FLOOR

GENERAL INFORMATION

STUDENT NAME_____ DOB_____ AGE ____ UNIT/GROUP_____

CLASSROOM BUILDING/ROOM NUMBER_____

DORM BUILDING/ROOM NUMBER_____

GROUP HOME_____

LOCATION OF CLOTHING (if different from bedroom)_____

_____

PERMISSIONS

PICTURE PERMISSION: ____Yes ____No

VISITORS: ____No Restrictions

____Restrictions; if so, contact Unit Coordinator x269

*All visitors should sign in at the Unit Coordinator's Office in Russell Hall.

PHONE CALLS: ____No Restrictions

____Restrictions

____State Restrictions _____

HOME VISITS: ____Weekends ____Monthly ____Vacations

____Other: _____

_____

_____

MEDICAL INFORMATION

STUDENT NAME_____. Check areas that apply:

____MEDICATION: Administration times_____

_____

Student brought to infirmary at _____ for meds.

How are meds administered?

____Water ____Juice ____Apple sauce

____Other: _____

____ALLERGIES, DRUGS OR FOOD:_____

_____

_____

_____

_____

____SPECIAL MEDICAL CONCERNS:_____

_____

_____

_____

____SEIZURES: ____Controlled

Description: _____

_____

_____

POSITIONING

STUDENT NAME_____. Check the areas that apply:

____PRONE STANDER: _____times per day, _____minutes per session

____SIDELYING BOARD: _____times per day, _____minutes per session

____MAT, explain:

_____

_____

____WEDGE: ____With straps ____Without straps

Explain:_____

_____

____ADAPTIVE CHAIRS: ____With straps ____Without straps

Explain:_____

_____

____BEAN BAG, explain:

_____

____SWING, location_____

*Any child using swing should be supervised _____minutes per day.

____JOLLY JUMPER, location_____

*Any child using jolly jumper should be supervised ___minutes per day.

____BRACE and/or SPLINT:

Type used for A.M._____

Length of time worn in A.M._____

Type used for P.M._____

Length of time worn in P.M._____

Special instructions_____

_____

____OTHER: _____

COMMUNICATION

STUDENT NAME_____, Check the areas that apply:

____UNDERSTANDS SPEECH

____VERBAL, ____Cries

____REGULAR SIGNS (see attached teacher's list)

____ADAPTED SIGNS, list:

_____

_____

_____

_____

____GESTURES, explain:

_____

_____

_____

_____

____PICTURE/LANGUAGE BOARD: located_____

____TALKING PICTURE RING CARDS: located_____

____VISION: ____No problem

____Limited sight, explain_____

_____

____Wears glasses

____Glass eye: ____Right ____Left

____Special eye concern:_____

____HEARING: ____Limited_____

____Wears hearing aid, located_____

Time when hearing aid worn_____

____Special ear concern:_____

MOBILITY/TRANSPORTATION

STUDENT NAME_____, Check the areas that apply:

____INDEPENDENT

____USES CANE

____TRAILS

____USES SIGHTED GUIDE TECHNIQUES

____AMBULATORY

- ____Uses walker independently
- ____Uses walker, description_____
- ____Transfers independently
- ____Special precautions_____

____NON-AMBULATORY

- ____Description of wheelchair (trays, etc.):

  _____

  _____

- ____Propels own wheelchair, special precaution:

  _____

  _____

- ____Needs assistance to propel, explain:

  _____

  _____

- ____Needs assistance with transfer, explain:

  _____

  _____

- ____Needs total assistance, explain:

  _____

  _____

BEHAVIOR

STUDENT NAME_____. Check the areas that apply:

____STUDENT HAS BEHAVIOR MANAGEMENT PROGRAM, see attached program

____SPECIAL BEHAVIORS TO WATCH FOR:

_____

_____

_____

ACTIVITIES CHILD LIKES:

Indoors_____

_____

Outdoors_____

_____

Other_____

ACTIVITIES CHILD DISLIKES:

Indoors_____

_____

Outdoors_____

_____

Other_____

DRESSING

STUDENT NAME_____. Check the areas that apply:

DRESSES: ____Independently ____Verbal prompts ____Physical prompts

____Staff dresses

UNDRESSES: ____Independently ____Verbal prompts

____Physical prompts ____Staff undresses

NEEDS ASSISTANCE WITH: ____Zippers ____Snaps ____Buttons

____Ties ____Shirt ____Slacks ____Shoes ____Socks

EASIEST POSITION, explain:

_____

_____

_____

ADAPTIVE CLOTHING, explain:

_____

_____

_____

SPINTS/BRACES:

For A.M. _____

_____

For P.M. _____

_____

OTHER:

_____

_____

_____

EATING

STUDENT NAME_____, Check areas that apply:

____FEEDS SELF

____STAFF PROMPTS

____STAFF ASSISTANCE

____NEEDS FACILITATION: Techniques required_____

_____

FOOD IS: ____Pureed ____Ground ____Chopped ____Whole

DRINKS: ____Milk ____Juice ____Water

____Independently

____With prompts, assistance, facilitation

____Uses special glass, explain_____

_____

EATS WITH: ___Spoon ___Fork ___Knife ___Plate guard ___Pusher

____Adaptive equipment, explain_____

_____

BREAKFAST: ____Cold cereal ____Hot cereal ____Both

____Juice, type_____

____Toast ____Eggs ____Fruit ____Bran

____Other_____

DIFFICULTY IN: ____Swallowing ____Chewing ____Lip closure

____Licking ____Sucking ____Tends to choke ____Biting

NORMALLY EATS MORE AT: ____Breakfast ____Lunch ____Dinner

FOODS LIKED: _____

FOODS DISLIKED: _____

USUAL MEALTIME BEHAVIOR: _____

SPECIAL DIETS: _____

ALLERGIES: _____

TOILETING

STUDENT NAME_____, Check the areas that apply:

____PAMPERS: ____Newborn ____Toddler

____ATTENDS: Size worn A.M._____; Size worn P.M._____

____THORACTIC BRACE: Pamper is worn ____inside brace, ____outside brace

____TRIP TRAINED:

Schedule during the day_____

_____

Schedule for A.M. toileting_____

_____

Schedule for P.M. toileting_____

_____

____INDEPENDENT TOILETING:

_____Goes independently

_____Needs assistance to transfer

_____Needs supervision

_____Uses urinal

____SPECIAL EQUIPMENT NEEDED:

____Adaptive toilet seat

____Straps

____Other _____

____SPECIAL PROBLEMS, explain:

_____

_____

_____

RECREATIONAL ACTIVITIES

STUDENT NAME_____, Check the areas that apply:

STUDENT'S HAND PREFERENCE: ____Right ____Left

COMMUNICATION SKILLS: ___Verbal ___Non-verbal ___Non-verbal/no sign

Comment on sign ability_____

TOYS/GAMES STUDENT PLAYS WITH:

_____

_____

____STUDENT SELECTS OWN TOYS/GAMES

Plays independently for ____ minutes

____STUDENT NEEDS PROMPTING TO PLAY, explain_____

_____

____STUDENT ENJOYS PLAYING WITH CERTAIN STAFF PERSON, who_____

When does the person work_____

LIST STUDENT'S PREFERRED ACTIVITIES:

For gym_____

_____

For indoor games_____

_____

For group activities_____

_____

BATHING

**NOTE: Never leave a child unattended in a bathtub or shower.

STUDENT NAME_____. Check areas that apply:

CHILD PREFERS: ____Bath ____Shower

TIME OF BATH OR SHOWER: _____

____Must use shower chair, describe_____ _____

____Must use bath chair, describe_____

____Must use ear molds, explain_____

POSITIONING:

To get child into bathtub_____

To get child out of bathtub_____

WASHES: ____Independently ____Verbal prompts ____Physical prompts

____Staff washes

DRIES: ____Independently ____Verbal prompts ____Physical prompts

____Staff dries

TOOTHBRUSHING: ____Independently ____Verbal prompts

____Physical prompts ____Staff dries

COMBS/BRUSHES HAIR: ____Independently ____Verbal prompts

____Physical prompts ____Staff dries

SPECIAL CONSIDERATIONS:

____Skin care_____

_____

____Hair care_____

_____

BEDTIME

STUDENT NAME_____, Check the areas the apply:

____NAPS DURING THE DAY: ____When sick

BEDTIME: _____

CHILD WEARS: _____

_____

USUAL ROUTINE (e.g. special toy, lighting, food, drink):

_____

_____

CHILD SLEEPS IN: ____Regular bed ____Bed with rails ____Hospital bed

____Regular bed with second mattress on the floor

____Mattress on the floor

____WEARS SPLINTS/BRACES, explain_____

____Remove splints/braces to change diapers, explain_____

_____

____WEARS PAMPERS: Size_____

____WEARS ATTENDS: Size_____

____WEARS RESTRAINT POSEY, explain_____

_____

____SPECIAL POSITIONING, explain_____

_____

____TURN CHILD EVERY _____HOURS

____CHILD SLEEPS WITH ROOMMATE

____CHILD SLEEPS ALONE, state reason_____

____OTHER SPECIAL CONCERNS_____